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# School Activities

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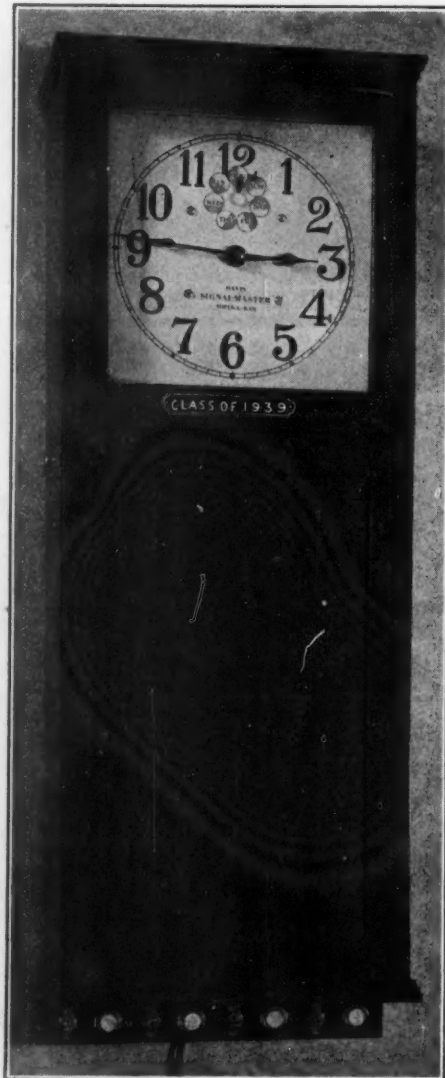
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## As the Editor Sees It

Inter-high school visitation by students is becoming popular, and it should, but here is an international visit. Recently, three teachers and four students from the John Marshall High School, Rochester, New York, visited several Canadian secondary schools.

Asked "Pop" Warner at the New Orleans meeting of the Football Coaches Association of America, "Why should we let professionals cash in on spectacular football while we are playing scoreless ties?" In other words, get the crowds, that's the main thing.

Why not establish and maintain a "school morgue" in which records, clippings, letters, and other material from and about former students is kept?

Students at an Eastern High School recently drew up and sent to the principal a "Campus Bill of Rights," among the demands of which were—the creation of a student council; the right to grow mustaches; permission to "truck" and dance the "big apple;" and an elimination of part-time classes. Too bad, isn't it, that often our schools get undesirable, instead of desirable, publicity?

Everett V. Perkins, Principal of the Cony High School, Augusta, Maine, recently had his students rate him again on the various points that characterize a successful high school principal. He found that he had "improved" some over a similar rating six years ago. Students not qualified to evaluate? Maybe so, but as Mr. Perkins states, "Their feeling towards the principal is a very real factor with which he has to deal, so why not call upon them?"

"Progressives are making kindergartens of high schools," runs the headline of a current blast by a university professor. Perhaps so, Professor Place, but you never heard a child wail that the kindergarten was uninteresting, as you probably have heard

many students complain that the college classroom was.

Judge Albert B. Maris of the United States District Court, Philadelphia, contrary to decisions of the supreme courts of Massachusetts, New Jersey, and Georgia, recently ruled that state laws forcing flag salutes are a violation of the Fourteenth Amendment. The case developed out of a school's expulsion of two pupils for refusal to salute on religious grounds. Unpopular to say this, of course, but still it's true: "lip-service" in romance, religion, patriotism, or anything else, proves exactly nothing.

Some very excellent and usable material on peace education will be found in the *Journal of the National Education Association* for December.

In recent legislative sessions, bills concerning teacher tenure were enacted in eleven states out of twenty-one considering them. Sounds encouraging!

Why cannot Dr. J. Hooper Wise's "Writing Laboratory" (see article in this issue) idea be adapted to the elementary school and the high school? We'll gamble that this setting would be popular with the students, and we are certain that it would represent an excellent source of material for the school's publications.

With the sudden passing of Charles R. Foster on December 14, extra-curricular activities lost a vigorous and helpful friend. With a clear vision of the possibilities, and out of a rich experience, Dr. Foster published the first major book in this field in 1925. In his work as Principal of the Latimer Junior High School, Associate Superintendent of the Pittsburgh Schools, and President of the State Teachers College at Indiana, Pennsylvania, Dr. Foster never allowed an opportunity to pass without saying a good and an intelligent word for activities. We'll miss him.



# In Defense of Contests

ROY BEDICHEK

University of Texas, Austin, Texas

THE EDITOR suggests that I write for *School Activities* an article defending the use of organized competitions in the public schools. "Defense" implies "attack," and I am supposing that my contentions will be combatted. So the editor sets a competition to discuss competitions, hoping that the rivalry he has chosen to stimulate will bring out of the respective contestants something of value for his readers.

Thus the editor betrays his experience as a teacher. It is a method that the teaching profession instinctively employs, although we have been plied with theories to the effect that rivalry is evil, and that the "good" teacher may enlist interest and arouse effort without resort to such artificial stimulant. Someway the "inoculation" does not "take." In actual practice, we try every device our reading, observation and ingenuity may suggest (emulation included) to capture the interest of the child and induce in him an effort towards the accomplishment of tasks which we approve as promotive of his true welfare.

Indeed, we are placed in competition with a thousand other agencies which seek to divert the child from the course in which we think his true interests lie. These other agencies do not scruple to use any competitive device which serves their purpose, and yet some of our doctrinaires would deprive us of one of the most powerful weapons in our arsenal. We may accede to the theory, but there is not a day in our professional work that we do not ignore it.

Since the length of this article is severely limited, I shall avoid taking any particular competition as a basis for analysis, showing wherein it is good or bad, used or abused, attains or fails to attain its objective; and, in the space allotted, I shall seek rather to examine the competitive urge itself, for if appeal to it may be shown to be evil, there's no use in carrying the discussion further, since the whole structure must collapse. Instead of taking "cases," let us take the "law" itself, for if the law is found to be indefensible, all cases arising under it may be swept away without more ado.

From time immemorial, teachers have employed competitive set-ups to stimulate exertion. The greatest teachers of the Middle Ages, the Jesuits, formulated a justificatory apothegm for contests: *cotem ingenii puerilis calcar industriae*. They adopted competitions in lieu of a more ancient

theory, "spare the rod and spoil the child." Whippings and other more ingenious methods of punishment involving personal humiliations were once employed to arouse interest and stimulate exertion. But the wise Jesuits finally came to the more humane device of setting competitions, taking a leaf, or perhaps a whole chapter from their ancient masters, the Greeks. The schoolrooms of the Jesuit masters became a-buzz with the competitive spirit. Every task was thrown into competitive form. They finally carried their theory to such extremes that Rousseau revolted and denounced competitions as an invention of the devil, except, mind you, sports, of which he explicitly approved. The Port Royalists sought to abolish the competitive spirit, and substitute love as the motivating force, but their experiment in this respect was a flat failure. Their argument ran something like this: "Every inherent tendency is bad. The competitive impulse is natural: ergo, evil." But for the fact that many sound principles were advocated by the leaders of the Port Royal movement, it would have created no stir at all, and would have been forgotten in a generation. The production of such eminent men as La Fontaine and Pascal lent a lustre to it, perhaps accidental, as what system of education exists which has not now and then produced great men? Or, rather, from what system of education, of which there is any record, do not, now and then, distinguished names emerge?

The great Rabelais, from whom the non-competers derive much comfort, has Gargantua warn his son that shortly he wants him tested out to see how much he has profited by instruction in school, "which thou canst not better do than by publicly maintaining theses and conclusions in all arts, against all persons whatsoever, which, of course, was a favorite contest in the later medieval and early modern periods. As a matter of fact, the universities themselves grew out of what (by a little stretch of terms) might be called "debating societies." Sports and games (basically competitive) were encouraged by Vittorino, the "first modern schoolmaster." "A cook," said Sydney Smith, "might as well resolve to make bread without fermentation, as a pedagogue to carry on a school without emulation."

Among practical pedagogues down the line from the Homeric Greeks to the modern schoolroom,

from the first educational theorists to the last, in the writings of the greatest philosophers and psychologists, among the religious leaders, in short, with a few notable exceptions, among the more successful practitioners as well as among the thinkers who really count for anything, the appeal to rivalry or emulation has been either accepted as a legitimate device or tolerated as a necessary evil.

Whence, then, in our own day, does this agitation against rivalry arise? It comes principally from the Utopians, gentle souls, and from a misconception of the teachings of Jesus.

Turning to American education, John S. Parkhurst in 1831 made an address before the American Institute of Instruction "On Substitutes for Emulation," and in the years immediately following there was much discussion among American educators of the use of rivalry as a pedagogical device. Said Parkhurst: "To desire that others should be *second* in order that we may be first (as the spirit of rivalry necessarily implies,) is inconsistent with the character and precepts of the Saviour." To which the opposition replied that there are rewards in heaven, to say nothing of the Saviour's explicit announcement of his competitive mission in Matthew X. 34 ff. And they might have retorted with the famous classical maxim of sportsmanship, attributed to Sarpedon, "I go either to excel or to give another the opportunity to excel." They could not then avail themselves of George Meredith's famous sonnet, "Internal Harmony," since this greatest expression of the value of competition had not yet been written.

We find also in recent years some pedagogues obsessed with the idea of the "emergent" state. They drift rapidly into utopianism. Cooperation is the watchword, and, since we are to have a cooperative state, we should train children for citizenship therein. Since, in their thinking, which, by the way, doesn't go very deep, although it covers the United States pretty well, cooperation is opposed to competition. Hence, competition is bad, since it does not prepare for the cooperative state (Utopia,) and we should proceed to eliminate competition and all competitive situations, introducing cooperative ones.

Learned and well-read individuals of this school cite Kropotkin's *Mutual Aid* to offset terrible Na-

ture, red in tooth and claw, which the Darwinians left us as a heritage from the last century. Kropotkin's examples are drawn chiefly from herding animals, including extremely primitive human societies, and his evidences are convincing. He emphasizes an aspect of evolution that was being neglected, and every one should read this book. Gregarious animals are certainly cooperative and exhibit many touching examples of mutual aid. It is a cooperation, however, *within* the species, and becomes merely a method of working together to be more effective in the competition of species against species and against the forces of nature. Thus from the larger viewpoint, cooperation becomes a method adopted to insure more effective or successful competition. It's merely team work against a competitor similarly organized. It does not suppress the fierce rivalries which occur and must occur inside any given cooperative group.

A state in and of itself is a competitive institution, or the term has no meaning whatever. To talk of a non-competitive state is about as sensible as to talk of a white-black thing. About three-fourths of our own national income at this moment is devoted to payment for past wars and preparation for wars to come. And there is nothing to show that as

societies become more cooperative they are less concerned with that final and sometimes fatal international competition which we call war.

Teachers generally employ competitions even in the classroom. Bright little Johnny knows the answer; dull little Mary, or unprepared little Susie, does not. The teacher's smile of approval is Johnny's reward. Johnny scores and feels elated, puffed-up; Mary or Susie experiences the sting of defeat and feels humbled and depressed. All the elements of a competition are present: the trophy (teacher's approval;) the referee or judge (the teacher;) the contestants (Johnny and Mary or Susie.) But our doctrinaries tell us that the teacher is appealing to an unworthy motive, and that the characters of the contestants are by so much damaged. Ah, let us rather prepare them for the "emergent state," i. e., the cooperative state. Socrates appealed to the same motive, not once, accidentally, but throughout his teaching career, day in and day out.

Our grading system, according to the same theory, is a ghastly mistake. Phi Beta Kappa is a

Mr. Bedichek is the energetic and highly successful Director of the largest and most highly developed "extra-curricular association" in the country, with a central office in the Division of Extension of the University of Texas, and a section in the Texas State Teachers Association. His organization promotes an almost unbelievable array of school activities, publishes a large monthly newspaper, "The Interscholastic Leaguer," holds meetings and conferences which draw educators and students from all corners of that vast state, and in other ways exerts a powerful influence in this field. As Mr. Bedichek suggests, School Activities will be glad to consider articles supporting the other side of this question of competitions.—Editor.

crime; honor societies and honor rolls should be abolished. Darwinians and Lamarckians should have cooperated, not competed with their respective theories, and truth would have been established without wrecking any characters. Lawyers must be the worst citizens because set and formal competitions are their business. These are some of the implications which the "non-competitionists" must accept. Furthermore, gun-crews on our battle ships must have no gunnery contests. The men should be taught cooperation, instead, and to shoot for the love of shooting with no hope of any extrinsic reward, overlooking the fact that, in order to fire a big naval gun accurately, the clock-like cooperation of about eighty men is required, and thus the will to compete and to excel is curiously turned into an exercise in cooperation.

It is a tribute to the kindness of human nature as well as an evidence of the pain of struggle, that we conceive of Heaven as a place of rest, peace, quiet, unadulterated goodwill and utterly non-competitive interrelations. Edwin Arnold, poetic interpreter of the mystic and quietist East, laments in musical numbers the bitter struggle for existence. We all yield to this mood, indulge ourselves at times in the luxury of its melancholy, and eventually "snap out of it," seeing that life is, by definition, essentially a struggle. Ordinarily, the mood is merely an indication that we are tired, that Nature is balking at the demands we have made upon her and is inducing a mental attitude hospitable to the operation of her recuperative agencies. Alternation of moods appears to be another of those mysterious natural rhythms which may be pointed out but not explained. Even the bristling and belligerent Kipling has moments of longing for a world where no one will work for money and no one will work for fame, but each for the joy of working, etc. But when the Utopian mood has passed, he writes "The Bear That Walks Like a Man."

Vast populations have made a religion of the restful, contemplative mood. Predicated on the assumption that life is evil, and seeing that struggle is essential to life, the *summum bonum* is conceived as a ceasing from struggle, an acquiescence, a negation, the attainment of Nirvana. Instead of a medicine, the mood becomes a food, or rather an opium for the spirit. The great pessimist, Schopenhauer, defined life as an utterly useless disturbance of the exquisite tranquility of nothingness. When this mood becomes fixed and continuous, it is an illness hard to cure. The nearest analogy to it among physical diseases is "creeping paralysis." Readers are referred to the preface to "The Holy Mountain," by W. B. Yeats for a sharp distinction between the western world of aggres-

siveness, activity, the will to win and the eastern world of prudence, quietism and renunciation. Therein, as types, he contrasts the capitulatory teachings of the Indian mystic, Bhagwan Shri Hamsa, with Balzac, who records a world of purpose, determination, personal identity and individualism. For better or for worse, we are western. Individuals here and there in our western world prefer the religion of escape to the strenuous life, the peace of resignation to the joys of struggle; but we are discussing here a system of education in a land which is the frontier of western civilization, under a state which is the tool of probably the most highly competitive society the world has ever known.

We may love and admire the wisdom of the East, but is it not a part with our love and admiration of exotic plants imported from the ends of the earth, tulips, irises and so on? Let us not found a system of agricultural education upon their culture.

Nature has provided two great rivalries: food and sex. The former insures the survival of only those individuals who enjoy struggle; and the latter provides that the non-competitive shall not reproduce.

For the case of purest instinctive education, one may observe the way of a mother with her babe. She is intent, first of all, upon securing some reaction from it. She overwhelms it with affection. She googles and ga-gas and pours out incoherencies, tickles, cuddles, coddles—delighted, apparently, with the faintest reactions which her activities stimulate. She holds a bright object near until the babe's attention is attracted. As he reaches for it, she pulls it away. Again and again she engages the little one in this simple contest, and at last lets him have it as a reward for his efforts. Stimulation and response: any stimulation, except pain; and any response, save anger; this is the simple pedagogy of the cradle. As yet the world is his for the asking. His environment is completely non-competitive, but the mother instinctively supplies, occasionally, a competitive set-up.

As he gains strength and attains some power of discrimination, liking this and not liking that, competitions increase. He reaches for the moon, he tries to escape from his crib, and later from his sun-pen. He tears some bright toy from his elder sister and is slapped for his pains, and so is ushered into his troublous child-world where everything he has is tiresome, and everything he wants is out of his reach or in someone else's possession. If he happens to be one of those individuals who are satisfied, uncomplaining, diffi-

(Continued on page 292)



# A Writing Laboratory--Its Operation and Technique

J. HOOPER WISE

*Chairman Comprehensive Course C-3: Reading, Speaking, and Writing, University of Florida*

WITH THE INAUGURATION of the General College at the University of Florida in 1935, a comprehensive freshman English course entitled Reading, Speaking, and Writing became one of the required courses in an integrated program designed to broaden the base of college education. The general aims of the course are suggested in the title. It is not then wholly a composition course as beginning college English courses have so often been. Rather the course is an attempt to improve the reading habits and tastes of the student, to increase his enjoyment of good writing, and to give him greater facility in communicating his ideas effectively in both oral and written discourse.

As an integral part of the course a Writing Laboratory was established. The laboratory plan has been an endeavor to correct some of the evils of the traditional composition program wherein proper motivation has been almost entirely lacking, and to provide a place where students may work under surroundings conducive to the best creative work. In the description which follows are outlined the physical features of the laboratory, the techniques used there, and the results obtained.

Each student registered for the comprehensive English course is assigned to one weekly laboratory period of two hours' duration. To accommodate the whole group, the laboratory is open daily from 8:00 to 12:00 and 1:00 to 5:00, with two instructors regularly in charge each period of the day. The laboratory is a well-lighted room approximately fifty feet by twenty-eight feet, furnished with ten tables, each of which accommodates six students, and chairs. Each table in the laboratory is provided with a dictionary and a book of synonyms. These, together with the handbook, a copy of which each student brings to his laboratory period, constitute a trio of books which help the student in answering most composition questions. In addition, there may be found in the laboratory an unabridged dictionary and several reference books for further consultation in case their aid is required to clear up some more unusual or difficult point. The room is provided with steel cabinets in which the laboratory work of each student is kept in a cumulative folder. The room, while plainly and inexpensively furnished, presents

an attractive appearance and is suggestive of work. Venetian blinds along the side of the eastern exposure make for comfort and provide a touch of refinement. Rubber tips on the chair legs deaden otherwise unavoidable noise and enhance the quiet work atmosphere so necessary for concentration in writing.

The instructors in the Writing Laboratory move about the room, aiding the student who is in need of help, or they sit at desks provided for them and allow the student to bring his questions to be answered or his finished papers to be checked by the instructor in the student's presence. No set system of checking students' papers has been followed, since there is no one best method in the hands of every instructor. One device which has proved effective is that of keeping in each student's handbook a record of his habitual errors. The text used has the usual key-number system of designating errors. Upon request the publisher rearranged these numbered spaces on the inside of the front cover and the opposite side of the fly leaf so that room is left in each space for the instructor to enter the date upon which he discovers the error represented by the key number. In this manner each student has in his own book his personal history of habitual errors. This assists the instructor in proceeding more intelligently with the student's future work, and aids the student in attacking his peculiar problem which is set out before him. Thus it may be seen that an attack is not made broadside, but rather with a student's case history of errors in view. Concentration is made on those habitual errors which through their frequent and persistent recurrence are providing the major source of the student's difficulty.

Whatever system is used certain fundamental principles are followed. In the first place, the instructors take a positive rather than a negative attitude, attempting not to be mere proofreaders. In the second place, they stress the importance of having each student write his best with no intention of rewriting. Material is copied only when plainly it has been done in a careless manner or when it needs polishing for publication. In the former situation copying serves as a natural punishment for laziness and in the latter the student is motivated so that copying is far from irksome. In the third



place, the instructors stress the correction of each error, whether it be one of spelling or one of sentence structure. Corrections are easily made without the necessity of copying the paper, since all writing is done on alternate lines, thus providing opportunity for revision right in the context where it will be most effective. In addition to these principles and pervading all is the effort on the part of the instructor to throw the student on his own resources as much as possible.

Every means is employed to develop in the student the ability to appraise his own work critically and to make necessary revisions. An aid which has proved fruitful in this direction is a card called "Self-Correction Card." This card, which is the result of committee examination of the available research to determine the common composition errors made by beginning college students, contains eight errors in grammar and five in punctuation listed in the form of questions, with references to the handbook used by the student. Some instructors, when reading a student's paper, adopted the method of placing in the margin before the line in which an error occurred an "X" if the error was one of the eight in grammar and a "P" if it was one of the five in punctuation. The student then, provided with a dictionary, a book of synonyms, a handbook, and a "Self-Correction Card," corrects his own paper. It is necessary for the instructor to spend only an additional few seconds to check over the paper and help the student if he has been unable to correct his paper completely. Under this system it is evident that each student is thrown upon his own resources and made to share responsibility for his progress. During the past year copies of these "Self-Correction Cards" were pasted inside the covers of the dictionaries and books of synonyms which, mounted on stands, are to be found on each table in the Writing Laboratory. In this way these thirteen common errors may be brought to the attention of students constantly and continuously. It should not be inferred that the instructor spends his time looking for these thirteen errors. As a matter of fact, there is an ever-growing tendency in the direction of making a more positive approach. "Is the material good and is the manner of presentation impressive?" becomes the criterion for appraisal.

During the three years of operation of the Writing Laboratory enrollment therein has increased from eight hundred and seventy to approximately nine hundred and fifty. Such a number of students working two hours a week for a scholastic year will produce more than twenty thousand pieces of writing. These run the whole gamut as to subject matter and type. During the second semester of each of the past two school

years and during the summer quarter of 1937, there was published a booklet entitled "Laboratory Literature," a copy of which was placed in the hands of each freshman. In this pamphlet were included some of the best selections produced up to that time. A few of the titles will illustrate the wide range of interest. These appear, for instance, "Why I Am a Pacifist;" "Three Men on a Horse," a critical review of the three dramas read in class; "On Eating Spaghetti;" "On Locking the Barn," a clever denunciation of a bit of student misbehavior at a public performance; "For Thirty Pieces of Silver," an excellent short story; "Hell's Bells," an ode to the alarm clock; and "Dedicatory," an expression of emotion prompted by a complete resignation of the writer to the power of his lover.

Perhaps some short selections will illustrate the character and the timeliness of topics chosen. In order to conserve space, it is desirable to use some brief poetry selections, since the prose essays and short stories run to greater lengths. Here is a poem from a freshman student, who, using the spring season and other campus happenings as a background, expresses himself humorously about the student political set-up which is so elaborately and well worked out on the University of Florida campus.

#### SPRING COMES TO THE CAMPUS

When oaks put on their soft green coats,  
'tis spring!  
When political speakers split their throats,  
'tis spring!  
When the dogwood blooms o'er the campus leas  
And squirrels scamper up the tall pine trees  
And the politicians politick around like bees,  
'tis spring!

When a new sun-dial graces the green,  
'tis spring!  
When everywhere flowers and birds are seen,  
'tis spring!  
Tho usually the bird is after your vote  
And hands you a political card or note,  
Still, even in spite of what I've wrote,  
'tis spring!

—J. L. G.

Or another freshman, moved by the stately beauty of Florida pines, expresses through the medium of the white pine a high resolve not to fail.

(Continued on page 269)

# New Music Home a Reality

JAMES C. HARPER

*Director, Lenoir High School Band, Lenoir, North Carolina*

**T**HE STUFF that dreams are made of is supposed to be some filmy essence—a ghostlike will-o'-the-wisp. However, in one instance it has all the solidity of brick, structural steel, and concrete slabs.

The high school band in Lenoir, North Carolina, has been in operation for about thirteen years, since the time when the Lenoir post of the American Legion voted to discontinue its band and turn over the equipment to the high school. During that time the band has grown in size and equipment, but the same basement room has had to house its activity until either the room walls must burst asunder or else the band must escape to larger and better quarters. Not only did the former quarters lack proper light, size, and other conveniences but its concrete floor, low ceiling and sound reflecting walls undid much of the band's work as fast as it was done.

Needless to say, there were many dreams of better quarters and practice space designed for the improving of musical tone and musical ears. Applications to the various government agencies produced vague hopes but little more. Selfish elements in the community opposed the spending of money for such a so called "frill." School generation after school generation came and went, and each hope resulted in a new disappointment.

Finally the dreams have come true, however. Local citizens had watched the work of the band and its helpful lift to so many community affairs. Where the school budget fell short, they chipped in for the difference, and the result is an imposing three story fire proof building with the sort of conveniences that all band directors dream about. The first floor includes: office, locker room for boys and locker room for girls, janitor's closet, furnace room, coal storage and blower room for air conditioning. On the second floor are eight practice rooms, toilets, glee club rehearsal room, glee club library and office, and band storage room.

On the third floor are the percussion, harp, and xylophone practice rooms, the commodious band library, and the band rehearsal room. All ceilings throughout the building, except in the tower stairway, have had accoustical treatment. The band rehearsal room has a ceiling of cork, while the others have accoustical tile. The band rehearsal

room also has one wall treated with accoustical tile. The other walls are live and resonant, but with no echoes.

One of the most interesting and helpful features is the communication system. There is a master station in the director's office and additional stations all over the building—in all practice rooms, in the glee club rehearsal room, in a private closet on the second floor, in the library, and even in the furnace room. By turning a dial, someone in the office may hear any sound made in the room tuned to. In any given period the director may hear a few notes or a whole period's practice in any particular room. Two-way communication is possible, and if some student is leaving off an F sharp or making an error in rhythm, the person in the office may speak to him, explaining the error, or even sing the passage if desired. If the explanation can not be made clearly enough to help the student get the proper correction, the office may call the nearest assistant and send him or her to that room to show the student the proper fingering, etc. The janitor may be called just as easily and asked to give more heat to room seventeen, or the glee club teacher may be notified that the hour for the Mozart Music Club has been postponed until Thursday. The system has the tremendous advantage in that every pupil may be checked every period. Most of them will be doing the assigned task properly, which a few measures will indicate, and the dial may be turned on to the next pupil.

The present construction includes only one unit of what will eventually be three units. However, the present heating plant, electric wiring and conduits, air conditioning installation etc., are all designed on the basis of the entire building, so that when units are added they will not overload these facilities. Part of the air conditioning and the freight elevator are yet to be added, but provision has been made for them in the plans, so that there will be the minimum of expense and disturbance to present construction when they are installed.

Electric conduits in the walls provide not only for the lighting of the building, but include also the communication system, the gong which rings the class hour changes from the main school building, wiring for radio reception and radio broadcasting, and base sockets for the operation of

phonograph and other facilities. An all-wave aerial on the roof leads through conduit to base sockets, where radio sets may be plugged in when important programs are to be received.

A fire proof building would hardly seem to need fire escapes, but state laws require them, and so there are two in addition to the tower stairway. One leads from the second and one from the third floor exits.

A metal flagpole allows a patriotic display of colors when desired, and the front entrance is adorned by a large block of Indiana limestone on which is cut the band's trade mark design with just above it a musical staff showing the first few measures of the "March Lenoir," by F. H. Losey, a composition named for the local band and dedicated to its director.

The director's office is roomy and comfortable. Built in is a vault. The office is equipped with a metal desk with chair to match, files, chairs, typewriter, and other equipment. The library room is well lighted and is equipped with files for the several sizes of band music sheets, desk, index files, large sorting shelves, small book case, shelf for housing albums of phonograph records, and a repair cabinet for holding repair tools and supplies.

The locker room for boys and locker room for girls have specially designed wooden lockers prepared to fit all the sizes and types of instruments needed in the Lenoir band, with ample room to house the instrument itself in its case. Everything from smallest piccolo to largest string bass is provided for, as are such extras as parade flags, drum major's baton, etc. Most of the uniform equipment is issued to the students upon their receipt for same, but the spare uniforms are in the band's storage space in the building. Each locker has an extra quality cylinder lock and each student deposits twenty-five cents and gets a locker key to fit his locker. The quarter is refunded any time the key is turned in. If the student loses his key he deposits another twenty-five cents and gets a duplicate key. Either or both will be later redeemed if turned in.

The general design of the building is such as to throw all loud sounds away from the main high school building and toward the school athletics field, which is not in use at times of day when the band is doing most of its work. Library, storage space, etc., act as buffers in between. The percussion, harp, and xylophone practice rooms are placed near the band rehearsal room, so that these large and cumbersome instruments do not need to be moved far from their practice room to their position in the main band rehearsal room.

Practice rooms are of two sizes. The smaller is intended for only one or two students to use at a time, although they can be, and often are, used by a greater number. The larger rooms are planned for the use of sections or classes, and more chairs are provided in each than in the smaller size. The practice room walls are not entirely soundproof, but are so nearly so that a student working in one does not disturb the student working in the next. Pictures of composers, leading musicians, and leading bands and orchestras hang in the practice room, but the only decoration in the band rehearsal room is a large plaque of the band's trade mark design. It was felt that accoustical considerations forbade the possible echo from the glass surface of framed pictures.

The walls of the building are of brick or load-bearing tile. The weight of floors and roof are carried by structural steel beams and girders. The slab of each floor is of concrete on wire lath with wooden floor on top except in the tower stairway, lower hallway, furnace room, coal storage, and blower room for the air conditioning, where the concrete floor is exposed. Partitions on the first floor are of hollow tile and on the higher floors of gypsum. The gypsum is lighter and more resistant to the conduction of sound. Extra insulation is provided under the roof as being both a saver of fuel in winter and a means of keeping out heat in hot weather. This latter should also mean a far more alert and wide awake band membership in late spring and early autumn school days.

The cost of the present construction on the building will run a shade over forty thousand dollars. This does not include furniture, much of which was previously in possession of the band or the school. The additional units will each cost less than the one now in use, since such items as heating plant, tower stairway, communication system, radio installation, etc., will not need to be duplicated.

A new broom sweeps clean, and so it is not surprising that the student band members have gone at their work with a new zest with the dedication of the new building, but even after the new has worn off to some extent there will remain the better facilities for ear training, the better provision for work by one student without disturbance from others, the comfortable quarters with good lighting and ventilation, the better supervision by instructors, the better protection of equipment, the better handling of student traffic. Design of building prevents many situations where the teacher formerly had to say "don't" so often. Students and teachers may work more happily and



the inspiration to good work and enthusiasm will be correspondingly stronger. If our destiny rests with the writer of songs rather than the maker

of laws, then the new music building in Lenoir, North Carolina, may well be the harbor of future destiny.

## Science in the High School Assembly

C. K. CHRISTENSEN

*Science Instructor, Clairton Public Schools, Clairton, Pennsylvania*

### PART III

#### PROGRAM OF USES

THE NOVELTY program explained in Part II has its value in interesting high school students in science. The assembly should be original enough to engage student attention, but we must remember that education is our prime objective. To this end the student should be made to understand that science has a more serious side, that science is doing much to improve the welfare of mankind, that science is practical and useful.

It is easy to demonstrate the practical uses of ultra-violet light. Quite a number of experiments will be given. The instructor may have his students demonstrate the value of cold light in art, police work, crime detection, banking, legal work, and the photography of odd documents. In the industrial field, one may illustrate how ultra-violet light is used in detecting adulteration, chemical identification of products, chemical analysis, and laundry markings. The demonstrator may even go farther and show how the appearance of a home could be changed by the use of fluorescent light. Since there is so much study and research in this field each year, the periodical literature will yield added material for the ultra-violet program.

#### USE OF FLUORESCENCE IN ART

The making of fluorescent posters has been discussed in Part II. In a somewhat similar manner long wave ultra-violet light has been put to use by the artist and the art collector. For example, suppose an old, damaged painting is found by an art dealer. He may have it retouched and in some cases even have the signature of the artist altered before putting the painting on sale. At close range ultra-violet light will detect such changes. This is true even though the paints used do not fluoresce to any extent. The experimenter should understand that in most cases a small amount of fluorescence can be seen when compared with the older colors on the painting.

This use of ultra-violet light can be demonstrated in the following manner. Six or eight pieces of paper should be painted with common water paint of various colors. When this is

brought within range of the cold light rays, practically no light will be reflected. The demonstrator can illustrate the uses further by dividing a piece of cardboard into two sections; painting one-half with red water color, and the other half with red fluorescent paint. When this is shown in incandescent light, both ends of the card will be red. In the cold light only the red fluorescent covering will be visible. The demonstration of uses can be completed by making a large poster with water colors. Parts of the sign may then be repainted with the ultra-violet paints. The water colors and the fluorescent paints should be blended in order that they will have the same appearance in incandescent light. (Three of the ultra-violet paints that are easily matched with the water colors are the green, red, and yellow.) When the treated poster is shown in incandescent light it has a natural appearance. (See photograph.) In the cold light only certain parts are visible.

#### USE OF ULTRA-VIOLET LIGHT IN BANKING

The banker must be on the alert at all times for frauds. This is true in handling bonds, currency, and foreign loans, as well as legal documents. Banks and bonding houses have found that paper treated with certain chemicals will fluoresce. When this material is used in preparing documents, it is easy to detect frauds. This can be understood, since any other material used will not give the characteristic fluorescence. It is also interesting to know that inks of various chemical combinations will fluoresce differently when viewed at close range in ultra-violet light. Therefore, if a check is raised or any erasure is made on a legal document, it will be detected even though it has not been made on special paper.

Suppose the experimenter wishes to show his audience that a check has been raised from one thousand to five thousand dollars. A piece of porous white cardboard (non-glossy) twelve by eighteen inches should be secured. The size of the figures will depend on the distance the inscription is to be seen in the auditorium. With black ink the demonstrator should write the numerals 5,000. Using the fluorescent esculin blue liquid, he should write across the numeral five the figure one.





In ordinary light only part of the inscription is visible.

When this is shown in ordinary light all that will be seen will be the numerals 5,000. In ultra-violet light all the numerals will still be visible, but in addition the figure one will also be seen. It should then be explained to the audience that many frauds are detected on checks, since any erasure is visible in the cold light. It might be explained further that this detection is achieved at close range, and under a strong source of ultra-violet light.

#### FLUORESCENT PAPER FOR LEGAL DOCUMENTS

A method of preparing paper of the type used for legal documents may be accomplished in the following manner. Secure two pieces of charcoal paper about 12x18 inches. If this is not available, white blotting paper may be substituted. Impregnate one sheet of this material with the esculin blue liquid. The second piece should be left untreated. In incandescent light both sheets will be alike. The cold light on the other hand will cause the treated paper to fluoresce a blue color. The demonstrator may explain to his audience that changes made on the chemically treated paper may be detected.

#### REMOVAL OF DATES AND SIGNATURES BY ERASURES

Instances have been cited in the business world in which companies have removed dates or names from legal documents. In order to illustrate these uses of ultra-violet light, the experimenter should obtain several pieces of cardboard of the non-glossy type. To show the removal part of the printing, the cardboard should be treated as follows:

##### Receipt

Received payment (Black ink)

May 25, 1937 (Esculin liquid)

The James Company (Black ink)

In this example the date should be put on with

the fluorescent liquid. The cold light will cause this to fluoresce brightly. In incandescent light the numbers will be invisible.

In the detection of frauds due to changes in signatures, the experimenter may use the following method. Let us suppose that two individuals endorse a note. Later one removes his signature with ink eradicator. The following example will illustrate:

#### Signatures

Back of Note. Albert Jackson (Esculin liquid)

Henry Adams (Black ink)

On a large piece of cardboard one name should be written in black ink and the other name should be inscribed with the esculin liquid. (See photograph.) By this method one is able to illustrate in an interesting manner how a signature might light.

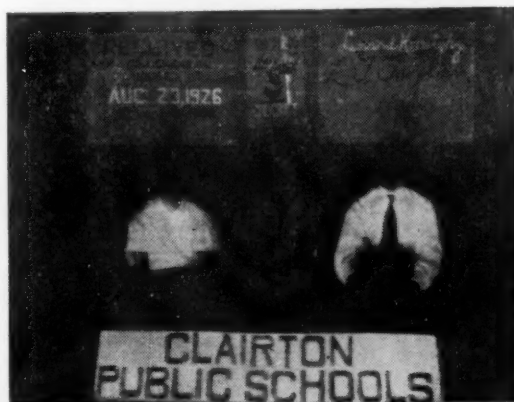
#### USE OF FLUORESCENCE IN DETECTING CRIME

The detectives, G-men and other authorities find ultra-violet fluorescence useful in the detection of crime. It has been found helpful in the photography of finger prints, determining stains on cloth, and in reading the invisible written letters between convicts within penitentiaries.

#### FINGER PRINTS

The following method may be used to demonstrate how finger prints may be made to fluoresce in ultra-violet light. Obtain a piece of non-glossy paper or cardboard. Put as many finger prints as possible on this card. This can be done by covering the fingers with a light film of vaseline. The finger tips can then be pressed down on the cardboard several times leaving a large number of imprints. If a very small amount of vaseline is used the prints should be invisible. If one then dusts the card with powdered anthracene the prints will become visible in ultra-violet light.

(Continued on page 294)



The ultra-violet light makes the invisible parts of the signs visible. This shows how it may be used in art and banking.

# The Buddy Approach

CRAWFORD PARK

*South High School, Youngstown, Ohio*

**N**O ONE TODAY is exempt from the disastrous effects of poor attitudes. Each one of us pays tribute to a crime "business" so enormous that it dwarfs all legitimate enterprise combined. None of us can predict the moment when we may be the next victim of the traffic slaughter on our highways. Our sons and daughters rub shoulders with the neglected children of divorced parents. We pay dearly each year, in dollars, for previous wars while we add more millions to prepare for future conflicts. Each generation counts its loss in man-power caused by this mass evidence of greed, antagonism, timidity, clannishness, etc. We suffer helplessly while capital and labor engage in narrow-minded bickerings, hateful aggression and unreasonable emphasis on special privilege. And to top the list, our system of government, founded upon the fallacy that because a majority of egocentrics say a thing is right—that their opinions make it so, eternally favors those few who are "in" at the expense of those who happen to be "out."

Now there have been various remedies suggested from all sides—some positive, some negative. Prominent men of the country have expressed themselves most forcefully in statements such as the following by Dr. Nicholas Murray Butler, in which he suggests that: "All the problems of the world could be settled easily, if men were only willing to think."<sup>1</sup> This WILLINGNESS—this objective attitude—would lead us to submit our actions to the tests of practical utility and social expediency; and without it, there can be no improvement in our social world. The purpose of this article is to show how this objective feeling may be developed by our schools.

It is only natural that there should be those who, for various reasons, are skeptical about the possibilities of training the feeling nature of the individual. There are the disappointed ones who have learned the ineffectiveness of their pet "moral code" or "creed." Others are awed by the immensity of the task; while still others (as Dr. Leslie B. Hohman of Johns Hopkins Medical school points out) cling to the discredited theory of mysticism and stubbornly refuse to regard the entire body as a practical mechanism which, although influenced in its structural makeup by inheritance, depends upon habit formation during life activity for its patterns of behavior.

## THE NEED FOR EMOTIONAL EXPERIENCES

As individuals, we are probably no worse than previous generations; but the effect of our self-centered attitudes has been accentuated, in this modern world, by a change in environment which has brought us into closer contact with one another and has placed in our hands material devices never before dreamed of. If we couple this change with the almost complete failure of the church, the home, and the school to train the child to meet these new conditions, the result is the unpleasant social dilemma in which we find ourselves today. In fact, as far as character education is concerned, the modern church has been found, by scientific research, to be almost worthless.<sup>2</sup> The home has failed to function efficiently as a character-builder, here also, due primarily to the lack of trained personnel there and the vicious circle of imitation which made it difficult for the son to be any better than his father or mother.

However, the public school system which influences the life of every child in our land, has been headed and manned by a group of relatively well-trained individuals whose goal has been fundamentally: the best education for each individual student. Yet this "education" has been—until very recently—so narrow in its scope that it has included only the training of the brain to retain and re-express certain knowledge set forth in text books. Very little (if any) thought has been given to the question of what the student would DO with the information in later life, although it was sincerely hoped that it might be useful some day.

This narrow conception of education has been the result, primarily, of one or two mistaken notions: first, that the majority of our actions are guided by reason, and second, that thinking and feeling are the same thing and have a common origin in the brain. It has required the research of the last few years to show that every person has THREE distinct natures; that only by the exercise of any one of these natures can we build up habits of reaction within that nature; and that attitudes (emotional habits) are thus learned only by emotional experiences, and not (as some would contend) by mere intellectual discussion or physical exercise.

It seems, then, that we should give the student

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opportunity for selected emotional experiences in our shops and classrooms by organizing them into controlled environments. Let him express his entire nature under the guidance of the teacher in such a way that he will acquire, beside the physical and mental skills, habits of feeling that are purely objective, so that he may be willing to adapt himself to a larger world around him and thus achieve success and happiness.

#### THE VALUE OF OBJECTIVE ASSOCIATION

It is not surprising that the graduates from our schools today still have feelings almost entirely for themselves when it is observed that almost complete individualism is in vogue in our classes and shops. Each student has his books, his recitation, his seat, his locker, his project, etc. for years, until he finally comes to judge the value of all things by the egocentric standard of ownership. He reacts to his world environment on the basis that whatever is his, is good; that if you are different from him, you are wrong; that whatever he thinks is right, because he thinks it; and that if he likes anything, that fact makes it alright. We have taught him to have what we called "job pride"—or pride in the fact that it is *his* job and have failed to realize that the world lives and progresses only on definite ACHIEVEMENT—on what we do with what we have.

In order, then, to remedy our present classroom and shop methods so that each student may develop a larger and more practical measuring "stick" for his actions than mere ownership, it seems apparent that there must be more student association in which no one ever works FOR or BY himself. There is no other way to develop purposeful or objective feeling-habits.

#### THE ATTITUDE CHART

The chart, printed with this article, shows: a. Natural urges (center of smaller circles,) b. objective expressions of these urges such as caution, determination (outer circle of words,) c. egocentric or self-centered expressions of the urges, such as timidity, antagonism (inner circle of words,) d. the older "possession" type of educational methods or devices such as restricted association (upper halves of each smaller circle,) and e. the more "objective" type of educational devices such as buddy system, graphic standards, (lower halves of smaller circles.)

It might be well to note here that we are not concerned in this plan with the origins of the emotional urges such as fear, anger, loathing, etc. They may or may not be inherited. They may or may not be common to one-hundred percent of the people of the world. We are only interested in the presence, in the vast majority of students, of certain drives for SELF expression; and we are of

the opinion that the educator is just as responsible for their guidance as he is for the guidance of the mental or physical reactions of the child.

In order to clarify the chart, may we suggest that no person is a complete egocentric nor is anyone completely objective. The evidence seems to support the belief that we all have a "pattern" or combination of attitude expressions which make up our composite attitude; and that the way in which we express each natural urge is not necessary the same for any two. The formation of habits of emotional reaction seems to be on the same basis as any other habit formation.

The pleasure one gets as the result of his positive or negative attitude expression tends to create habits. Thus in an environment where the social aspect is emphasized, the student will derive much more pleasure and develop better attitude habits from his objective emotional reactions (because he will not clash with his objective surroundings.) For the same reason, any individual with objective attitudes will attain a greater degree of success in this world; he will find the correct solutions of his problems through research; he will be able to assume greater responsibility; he will be the comrade of men who can help him most; and he will be able to judge the values of things, free from prejudice.

#### THE BUDDY PLAN OF STUDENT ASSOCIATION

The following paragraphs describe a plan which we are now using in our school, based on the ideas described in the first part of this article. It is not a rigid formula; although the basic principles have changed very little in the last eight years. It is presented here as a suggested plan only.

Fundamentally, the class or shop is considered to be a system of activity in which the teacher is regarded as only ONE of the influences guiding the development of the student. He is the organizer of all activity, the judge of the correctness of the work as measured by the predetermined, objective standards, and a sympathetic advisor to those who need him.

There are ten or eleven creative projects being worked upon at all times during the period. Two or more students in each class are assigned for the duration of six weeks to each project. Only one boy (a different one each day) does the actual manipulation of the tools and materials and he is called the "worker" for that day. The other boys are called "watchers" and their only duty is to inform the worker if they see him make a mistake. If the watcher still believes that the work is incorrect when it is brought to the teacher for inspection, he may explain his viewpoint to the teacher and thus protect not only himself but



his buddy from penalty (if he is right in his criticism of the work.)

As many as five groups work on each project—in five succeeding classes through the day. A definite record is kept by each group of the "steps" or brief units of work completed by them. This "step record" stays with the project at all times,

so that each succeeding group can see what steps have already been done.

If the work is correct the first time it is brought to the teacher (at the ok step,) all the members of the group receive credit for the steps done. In case the work has been done incorrectly, however,

(Continued on page 275)



A person acquires the habit (through experience) of expressing his emotions **EITHER** positively or negatively

Scientific Approach (Lower Half of Circles)	Recitation-Shop Approach (Upper Half of Circles)
1. Buddy System (Responsibility for Inspection of the Work of Others)	1. Restricted Association (Isolation of Student)
2. Class Projects (Entire Class—Specialized Groups)	2. Individual Project (For Self and by Self)
3. Competitive Grading (credit only for work completed correctly vs. Objective Demerits)	3. Grading by Teacher's Feelings (Personal Opinion and Attitude)
4. Graphic Standards and Formulas (Objective Guides)	4. Guidance by Feelings of Student (Prejudices)
5. Group Materials (All used by EVERY Class)	5. Individual Material (Used only by Student Himself)

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# Insurance for Athletes

J. E. NANCARROW

*Senior High School Principal, Williamsport, Pennsylvania*

IN DECEMBER, 1934, at the annual meeting of the Pennsylvania Interscholastic Athletic Association, the possibility of taking out insurance with a private company to protect high school athletes was discussed. A committee was appointed to investigate the feasibility of such protection. In December, 1935, at the annual meeting of the P. I. A. A., the committee reported that the matter had been carefully considered and, because of the great cost, it was thought advisable to drop it.

But the matter was not dropped. Some members of the Association not on the committee took it upon themselves to make further investigation of the possibilities along the line of insurance for athletes. Results of that investigation showed that the Athletic Associations of the States of Wisconsin, North Dakota and New York had adopted their own scheme for taking care of athletic injuries. With these projects as a base, a plan was worked out for Pennsylvania and formally adopted by the schools in December, 1936.

In spite of the strides which have been made by the National Federation of State High School Athletic Associations toward eliminating injuries, we continue to have many accidents among our athletes. Already this fall, three boys have been killed in high school football in Pennsylvania. Many others have had broken bones and other less serious injuries. Many of the smaller schools do not have adequate funds to take care of such accidents. Therefore, in order that all of the boys in the State might have an opportunity to receive adequate medical attention, our insurance plan was devised, adopted, and inaugurated.

The fundamental idea back of this plan, as in all other insurance, is that of distributing the losses of the unfortunate few over the many who are exposed to the same risk. The school that has few injuries in any one year helps the school that accumulates an unusually large number of them. This principle of mutual help—an innate tendency of all good people—must be thoroughly understood in order to appreciate the value of such a plan of protection.

In Pennsylvania, fees for each pupil to cover each sport are payable on the following basis:

Football season from the day of opening practice to the final official game, per pupil .....\$ .75

Basket Ball season from the day of opening practice until close of the State Tournament, per pupil..... .50

Baseball season from the day of opening practice to the last day of current school year, per pupil ..... .50

Track season from the day of opening practice to the last day of the current school year, per pupil ..... .35

Hockey, any specified period of three months, per pupil ..... .25

Golf, to cover the current school year, per pupil ..... .25

Tennis, to cover the current school year, per pupil ..... .25

Swimming, to cover the current school year, per pupil ..... .35

Volley Ball, to cover the current school year, per pupil ..... .35

Soccer, any specified period of three months, per pupil ..... .35

Transportation coverage, any specified period of three months, per pupil ..... 1.50

The schedule of maximum benefits follows:

Death .....\$250.00

Entire sight of one eye if irrevocably lost ..... 200.00

Both arms broken above the elbow..s 150.00

Both legs broken above the knees..... 150.00

Broken pelvis ..... 100.00

Broken hip ..... 80.00

Both bones of either leg broken between ankle and knee ..... 75.00

Either leg broken above the knee and in a cast ..... 75.00

Broken knee cap ..... 75.00

Both bones of either arm broken between wrist and elbow ..... 60.00

Either arm broken above the elbow... 50.00

Either bone of either leg broken between the ankle and knee..... 40.00

Either bone of either arm broken between the wrist and elbow ..... 35.00

Broken collar bone ..... 25.00

Broken jaw ..... 25.00

Broken nose ..... 10.00

Broken bone in hand or foot..... 7.50

Broken rib or ribs ..... 5.00

(Continued on page 275)

# Plaster Casting for the School Museum

C. E. HAGIE

*Bremerton High School, Bremerton, Washington*

HERE I SHALL attempt to cover such points on this subject as have appeared to be most interesting to readers, as judged by correspondence growing out of my articles already published on this subject. I trust that it will help to meet the needs of those people attempting a similar activity.

The natural history museum idea originated with the shifting of interest within a "Science Club" to taxidermy as its principal hobby. The collecting of fossils, the building up of a herbarium of pressed plants and flowers, and the gathering of shells, stones, and mineral specimens followed as a logical sequence. To secure an appropriation of WPA funds at a time when communities were seeking projects for keeping unemployed persons busy was only incidental, although it made possible the development of the museum on a major rather than on a minor scale.

The work in taxidermy can be carried on in a satisfactory way in any group of students if an interested sponsor can be found, even though no previous knowledge of the subject is possessed by anyone in the group. There are many good books on the subject, books that give specific details of every step of the work's progress. Our experience led us to believe that there was no more valuable laboratory possible for nature study throughout the grades than the museum materials produced in the taxidermy shop.

Many high school administrators may find, as we did, that the development of a natural history museum offers a rare opportunity to use the time of students drawing federal aid in return for doing assigned tasks. In addition to regular WPA workers we used many young people under NYA and the various federal and state high school student aid programs.

In connection with our project the activity which elicited most interest from teachers and youth workers generally was the plaster casting, which was introduced by our first "curator," Mr. Milton Thompson, who was a practically trained museum man from the staff of the Minneapolis City Library Museum. The first cast was that of a 30-pound snapping turtle, which under the influence of chloroform, was cast twice and survived to be liberated to continue his marathon toward a ripe old age.

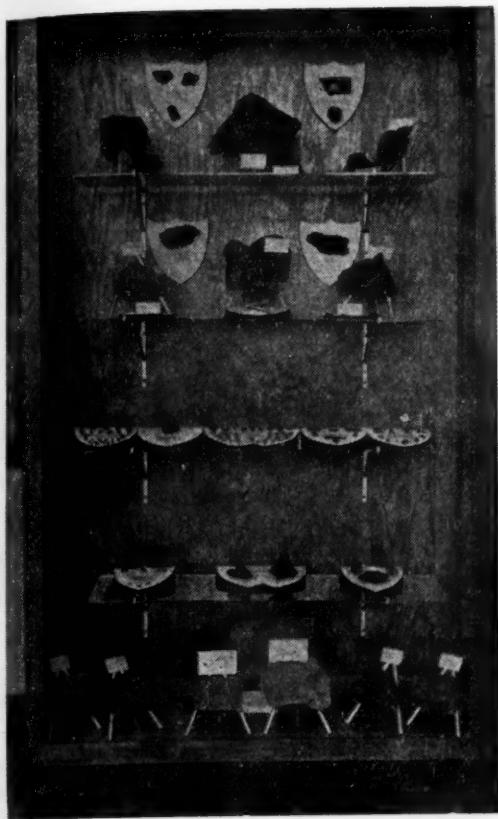
The forestry department of the State, as well as teachers and the general public, were probably

most interested in the casts which were made of plants and flowers. Incidentally, these were the simplest to make. All that is necessary is a table, a rolling pin, plaster of paris or modeling plaster, plasticine (the plastic material used by kindergarten children for modeling,) and the paints for giving the finished product its natural colors.

The procedure is simple. Roll some plasticine out smooth on a table, as grandmother used to roll the cookie dough. Lay the leaf or flower, face down, upon the plasticine and press it down firmly with something having a flat, smooth surface. We used a piece of board cut out in the shape of an arrowhead as the plaster forms were made in that shape. Build up a low wall around the edge of the piece of board in order to form a receptacle for the soft plaster, remove the board, and carefully lift the leaf or flower from the plasticine. Pour in the plaster to the depth required for the thickness of the plaque desired and let it harden. When it is removed, it will have a perfect "positive" impression of the object. Then paint the cast in natural colors with water colors, oil colors, or poster paint, and it will be almost impossible to distinguish between the finished cast and the natural leaf or flower.

The casting of frogs, snakes, and other like forms is more difficult, and my previous description of the process was inadequate, as evidenced by the letters requesting further information. This letter which came to my desk yesterday is typical: "Dear Mr. Hagie: Having read your article in the N. E. A. Journal I decided to try making plaster casts. The leaf casts turned out very well but I had no success when I tried making a cast of a frog. I wonder if you would be kind enough to send me more detailed directions." I think I can not do better in describing the process than to quote my reply to this request. It follows:

"My dear Mr. Z.—: In the casting of frogs and other like forms the specimen is first killed, by chloroforming or in some other way. Place it on a soft board that will take pins readily. Then with pieces of small steel wire which have been filed sharp, or pins with the heads cut off, pin the specimen to the board in the position desired. In the case of a frog or toad you will have to hump it up in a natural position and use the pins to keep it there while the plaster is being poured. You will probably find it necessary to put one through



Case of fossils from the iron ore mines of northern Minnesota. (Specimens set in plaster plaques.)

the head and two or three through the body. It may also be necessary to pin the toes down. When you have worked the entire specimen into a natural position clip the wire where it protrudes and pour the plaster or other medium used in making the 'negative' cast, or mold.

"When the material of the negative has hardened, it is pried loose from the board and the specimen is later removed from the opening which results from the specimen being in direct contact with the board, thus preventing it from being entirely surrounded by the mould. With frogs and toads it may be necessary to sever the front legs by the use of a penknife or other sharp instrument and the legs removed by the use of a pair of tweezers—pulling them either through the holes at the bottoms of the feet or up through the body cavity of the mould. The result is a perfect 'negative' cast.

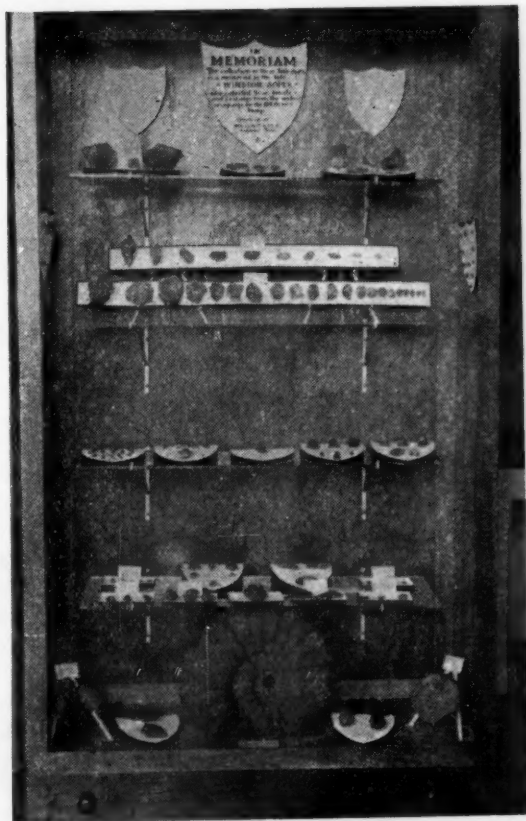
"When this cast is hardened it is ready to be turned upside down and the material out of which the positive is to be made poured in. It should be filled well up over the edges of the openings in the negative in order to form a substantial base

for the finished specimen. Beeswax is one of the best mediums to use for the 'positive' as it is less brittle than plaster and much more easily removed. When it is used, the negative should be sufficiently warm as to prevent the wax from hardening immediately against the sides. It should be poured in gradually and the plaster rocked back and forth to insure the elimination of air pockets or bubbles.

"If you are casting both positive and negative of plaster, it is advisable to use a colored pigment in the plaster out of which the 'negative' is made in order that it may be easier to recognize the line of demarcation between the mould and the positive cast when chipping the former away after the white plaster on the inside has hardened. A great deal of painstaking work is required in separating the two where both are made of plaster.

"Before pouring plaster into a plaster mould the inside should be thoroughly sealed with several coatings of shellac or some kind of liquid emulsion wax, or with both, to make the process of separating easier. If you can afford to purchase it, FORM-ALL is a much more satisfactory me-

(Continued on page 282)



Case of fossils, set in plaster plaques, from Northern Minnesota.



# Development of Attitudes and Understanding Through an International Club

RUSSELL S. WOGLOM

*Supervising Principal, Public Schools, High Bridge, New Jersey*

SCHOOL CLUBS with voluntary membership are a part of the activity program at High Bridge, New Jersey. Among the new clubs which were organized in the high school last year was the International Club. Twenty-eight girls comprised the original active membership, and the teacher of home economics was the sponsor. The idea for forming this club developed from the class in home decoration, for in that class some significance had been given to the origin and history of materials and objects used for decoration. The majority of the girls in this club were daughters of "foreign-born" parents. The teacher-adviser had traveled abroad and was interested in the countries that she had visited. It is also worth noting that she had, the year before, taken an extension course which used the Metropolitan of Art in New York as the classroom. Then, too, a member of her family had been a world traveler and had collected some very fine objects.

Thus, in general, the group's interest lay in investigating and discussing the contributions in the field of art, the customs and the dress of the people in various parts of the world. Indirectly, of course, the members were also interested in the social and economic changes that were taking place, so that they could the better understand world events.

In the beginning, the club met weekly during the lunch hour in the home economics room. Since about sixty per cent of the student body is transported from outside the town, this meeting time was very satisfactory, for it permitted the girls from the rural areas to belong and it did not interfere with the participation of the members in the other clubs which met during the regular activity period. However, as interest increased and more extensive programs were planned, the meetings became more frequent. Committees and small groups met several times a week at either noon or informally after school.

As the year went on, the interest became manifest in the whole school, and the club's influence was felt in various other clubs and activities. The girls' glee club searched out and learned festival and ceremonial songs which were peculiar to individual countries. The folk dancing class increased in membership, and groups learned the

dances of different peoples. The stamp club and the "aren't words fun" club also felt the influence of the enthusiasm of the members who were also members of the international club. The French club seemed to gather new zest from the program concerning France.

There also developed some indirect carry-over into the classes in commercial geography, American problems, French, interior decoration, clothing and foods, and library reading.

The formal program for the club meetings was developed from a discussion by the members, at which it was decided to select certain countries for consideration for the year. A committee was formed for each country, and the individual girl selected her committee either from the point of view of family background (so that her contribution would be obtained from first hand information) or from personal interest. Some girls were on more than one committee. A schedule of committee reports was set up, so that each group would be able to collect facts and articles for presentation to the entire club.

The countries selected for study were: England, Germany, Ireland, Hungary, Italy, Russia, Czechoslovakia, China, Mexico, France, Scotland, and Greece. Each of these countries, with the exception of China, was represented by at least one club member of that nationality. Even China was included because a graduate of the high school who is now a medical missionary in China spoke at an assembly and visited the school the opening week last fall. Some of the members were interested in finding out more about China. In this same connection, two Chinese school-men who were visiting American high schools met with the group one day during the winter. Their contact was most valuable and they gave many interesting facts concerning their native land.

There were three high spots in the year's program. The first of these was an exhibit of art objects, pictures, and articles of dress. These were displayed during January in the high school trophy case and represented part of the committees' reports.

The second was a Christmas pageant which was presented in the school theatre as the Christmas production for the student body. The third out-



ITALY



MEXICO



IRELAND



RUSSIA



SCOTLAND



GREECE



standing feature was a folk festival produced on the school green one evening the last week in May, as a part of the school festival week program..

The Christmas pageant portrayed customs, music, and dances which were typical of the Holiday celebration in the various countries. The preparation and the development of the program meant research and planning. Helpful books were obtained from the county library. Some of the girls learned dances from their mothers and procured original dresses either at home or from relatives. The teacher of physical education contributed her help in gathering information from the New York library. Other costumes were made in the department of home economics. The patterns and ideas for these dresses were obtained from pictures and illustrations, so that the copies were authentic in design and coloring. The stage setting was simple. The back drop was dark blue, with the Christmas Star and several mosques painted on it in gilt. Pine tree boughs were used on the wings.

A group representing each of the countries being studied dramatized by playlets, songs, and dances some part of that country's Christmas ceremony or festival. Each scene was picturesque and effective in color and action. As a finale, the groups were assembled by the call of Santa Claus and all sang together one of the Christmas carols.

The Christmas pageant had been so beautifully produced, and the club members were so enthusiastic about it that plans were then made to produce the pageant again in May as a spring folk festival. Some changes were made in the dances so that those which were peculiar to Christmas

were replaced by others. In the meantime, many of the club members were part of a large group which enjoyed an educational trip to New York City. This group visited the Metropolitan Museum of Art and viewed the exhibits in the different wings. For the spring festival the groups for the separate countries were increased in number by the addition of girls from the folk dancing club and boys from the tumbling club. Additional costumes were made by the girls in the clothing classes.

The festival was held on the school green in front of the school building. The industrial arts department supervised the erection of a low platform (about 20 feet by 12 feet by 10 inches) with another (6 feet by 9 feet) elevated three steps above and to the rear of the first. On this higher platform was placed a throne.

The general organization through the student council placed in nomination for May queen the names of three senior girls. The student body then voted on these nominations. The girl with the largest number of votes was declared May queen and the other two her ladies-in-waiting. Four costumes were rented—two for the court jesters, one for the herald, and one (including the crown) for the queen. The camera club took moving pictures in color.

This is the program for the school folk festival:

#### MAY DAY PAGEANT

##### Foreword

In the May Day Pageant we are gathering to—  
(Continued on page 282)

## News, Notes, and Comments

*Educational Abstracts*, formerly published by Norman J. Powell and Associates of New York City, was formally accepted by the National Council of Phi Delta Kappa, professional and fraternal association of men in education, at its biennial meeting in Cincinnati, December 29, 1937. The November-December number of the magazine was published by the new owner.

Schools not familiar with the scientific temperance movement sponsored by *Allied Youth* will be able to learn of the work of this organization by writing to W. Roy Breg, NEA Building, Washington, D. C.

The Association of Science Students of the Oklahoma Academy of Science has become an independent organization called The Oklahoma Junior Academy of Science. The Chairman of the Junior Academy Committee is Miss Edith R. Force, 3021 E. 8th Street, Tulsa, Oklahoma.

Under their Athletic Accident Benefit Plan, the Board of Control of the Wisconsin Athletic Association paid claims for 509 accidents, a total of \$6,936.75, for the year 1937.

*Occupations in Aviation, The Occupation of the Air Conditioning Engineer, and Diesel Engine Occupations* are titles of recent abstracts published by National Occupational Conference, 551 Fifth Ave., New York City.

Mike Papinchak is the student whose name appears in the corner of the three-color mimeographed art design on the front cover of the Christmas number of the "Rox Rocket," magazine of the McKees Rocks (Pennsylvania) High School. Thomas J. Shannon is faculty adviser of this excellent student publication.

Public address systems are meeting more and more popular needs, but their limitations are beginning to be recognized. They will not be allowed on the Midway of the 1939 World's Fair on San Francisco Bay.

Twenty-four leading agricultural organization officers, state officials, chain store executives and

editors filled the dual roles of guests of honor and hosts at a banquet tendered in New York City December 14th to 4-H Club members and agricultural vocational department students who participated in the national junior judging, grading and identification contest at the 29th annual convention of the Vegetable Growers Association of America.

The name of the National Mimeograph Paper Association has been changed to the National Duplicated Paper Association. Further information concerning this Association, which is proving popular to many commercial, journalism, and English teachers, may be secured by writing this Organization at Central Normal College, Danville, Ind., care of Mrs. Blanche M. Wean, Chairman.

### A SERVICE FOR FACULTY SPONSORS

The National Conference on Student Participation in School Administration was planned by Principal N. Robert Ringdahl, Principal of Corcoran School, Minneapolis, and held its first meeting with the National Education Association in 1927. The purpose of the organization was to promote pupil activities in secondary schools. It was thought that a school should not only be a training for life, but life itself, and that young people should have a part in solving their own problems. To extend this movement Superintendent Willis A. Sutton of Atlanta, Ga., started the National Association of Student Officers at Los Angeles in 1931.

The Principal objectives of the Conference are:

1. To emphasize the idea of student participation.
2. To encourage worthwhile student organizations.
3. To serve as a clearing house of exchange of ideas.
4. To encourage and help sponsor the National Association of Student Officers.
5. To educate the students in civic responsibilities.
6. To offer the students experiences in leadership.
7. To give the students opportunities to take part in the administration of school affairs which concern the student body.

(Continued on page 283)

## A Writing Laboratory—Its Operation and Technique

(Continued from page 255)

PINUS STROBUS

Massive, rough-hewn, friendly trunk  
Stolid bulk of simple grace,  
Sign of strength and surety,  
Pledge of home for farmer folk,  
Promised cheer for rustic hearth,  
Hold thy smooth strong limbs aloft  
Staid and safe in winter wind;  
Success be yours!  
Long outlive the raging storm!  
To fail is death . . . . .

—G. L. S.

From the preceding description of the work done in the Writing Laboratory one should not conclude that the instructors rely upon that something called inspiration to furnish the mainspring for the student's productions. Quite the opposite is true. The course, of which the work in the Writing Laboratory is an integral part, consists of a lecture and two discussions each week in addition to the two-hour writing period. The lecturers present interesting and well-prepared expositions of timely topics. Often these are on controversial questions which produce discussion among the students. The class periods which follow the lecture use as a basis for discussion a number of contemporary essays on the topic of the lecture. Thus, students are regularly having stimulating ideas and thoughts presented to them. These may serve as topics for both oral discussion and written expression. Such, in addition to experiences out of the student's life, both before he came to college and after, keep the student stocked with ideas in those cases where the student lacks development in powers of thinking and imagining. Instructors sometimes go so far as to have their students prepare and present at the beginning of the hour brief outlines of the topic which they expect to handle during the period. Conscious and continued effort is made to dislodge from the student's mind the preconceived idea that he has come to "write a composition." He may produce several bits of writing during one period, or he may work at a longer piece of writing over several successive periods.

The Writing Laboratory method has overcome some handicaps of traditional methods of teaching composition. No general theme assignments are made. Each student writes what he has to write, whether that be a letter to be mailed, a book report, an assignment from another course, or some-

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## A New GROUP GUIDANCE PROGRAM

by

MARGARET E. BENNETT

*Director of Guidance  
Pasadena Public Schools*

and

HAROLD C. HAND

*Associate Professor of Education  
Stanford University*

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thing of a purely creative nature. This assures the instructor an original piece of writing and more often one less dry than written productions under traditional methods. In any case the instructor need not be the one for whom the student is writing; rather the instructor is collaborating with the student to help him produce that piece of writing which the latter wants to produce anyway. Outside forces may provide the motivation; the Writing Laboratory instructor helps the student satisfy the felt need. Under the writer's care, letters have been written by students who were so highly motivated to make a favorable impression upon a benefactor or upon some faculty committee that nothing short of correctness would satisfy. Imagine the result, both for student and instructor, when the former, bearing a favorable reply to his letter, asserts that one such sustained effort has caused him to learn more about composition than perhaps a previous year of perfunctory performance in writing.

Moreover, the system tends to raise to a higher level of correctness the writing done in all of a student's courses. This is an aid in correcting the notorious handicap of English teachers incurred by the fact that teachers of subjects other than English usually pay little attention to the written expression, provided the student has his facts, figures, and dates correct. That is, instead of asking non-English teachers for aid in getting regularly consistent good writing, the English teachers invade other departments of instruction by assisting students in writing papers in those fields of instruction.

Previously there has been a feeling that in the Writing Laboratory the students did not produce a sufficient quantity of writing. The instructors have felt that both quantity and quality should be stressed, and they have so scored all test compositions in the past. To overcome the deficiency in quantity, a device which has proved very satisfactory has been put into use this year. There has been inserted in each student's folder a sheet on which the student keeps a record of all writing which he produces in the Writing Laboratory. This ruled sheet is so divided vertically that there are seven columns, in six of which the student records each period the number of the paper, the title, the date begun, the date finished, the num-

ber of pages, and the cumulative total. The seventh column is provided for the instructor's evaluation or comment. Though students are eager for grades, the instructors try not to complicate the issue by reducing each evaluation to so discriminating a point.

At intervals of about six weeks, tests are given in the laboratory. These are entirely the production of a written composition on an assigned subject within the experience of every student. The papers are evaluated on a five-point scale ranging from poor to excellent in respect to organization, originality and thought content, mechanics (punctuation, grammar, etc.,) sentence structure, and diction. Thus if a student received a rating of poor on each phase of his test composition, his unweighted score is five, whereas, with a rating of excellent on each item his score is twenty-five. The final value of the paper then is easily computed as a raw score, the weight having been determined by the relative value the written composition should have in the comprehensive course whose objectives are roughly indicated in the title, Reading, Speaking, and Writing. In general the test composition is valued at from twenty-five to thirty-five per cent of a whole course examination.

There are not available any purely objective means by which to measure written expression. There are measures of what a student knows about written expression. As to performance, the pres-

(Continued on page 289)



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# How We Do It

C. E. ERICKSON, *Department Editor*

## The School Council and the Homeroom

One of the nearby high schools is attempting an interesting experiment in the development of homeroom programs. The school council interested itself in the development of more effective activities in the homerooms and after an extensive study established a series of ten committees to study different phases of the problem. These committees are: publications, social, parking, athletic, home and community, assembly, cafeteria, school appearance, corridor, and guidance committees. Each has one representative from each homeroom. All committees meet regularly for one full period per week. The chairman of each is a member of the school council and is the intermediary between the council and the separate committee.

Each committee is concerned with the problems involved in its area and in the development of discussions and materials concerned with the solution of its problems. A homeroom period takes place immediately following the committee meeting period. During this homeroom period the committee representatives report on the progress of their committees and raise such questions as need discussion. In this way, the homeroom period becomes directly concerned with vital school problems. After the homeroom discussion, the representative reports the suggestions of the homeroom to the committee. In this way all problems are discussed by all of the pupils and every student feels a real sense of participation.

The school council considers the suggestions of all of the committees and then formulates definite suggestions and materials which are furnished to all of the homerooms.

## Coshocton High School Student News Broadcasts

HARRISON O. ROSE

*Chairman, Publications Committee  
Central High School, Coshocton, Ohio*

In order to present news to the student body at shorter intervals and to provide a valuable form of student expression, it was decided at the be-

ginning of this school year to substitute the broadcasting of school news for the bi-weekly newspaper. This opportunity was made possible by the memorial gift of a complete radio system presented to the school by the graduating classes from 1931 to 1935 inclusive. This system includes a microphone and a control instrument in the principal's office and a loud speaker in each of the rooms, in the auditorium, and in the gymnasium. The microphone may also be used in the auditorium.

When the plan was proposed, 150 of the 702 students asked to participate in the broadcasting. Each one interested was given an opportunity to prepare an article and take part in at least one program after receiving special instruction in the proper technique of preparation and presentation. A definite assignment was made by the director for one of the broadcasts given each Tuesday and Friday morning at the opening of school.

The programs are introduced by an original theme song, followed by the announcer's opening words, "This is your Redskin Pals' program bringing you the Tom Tom news of the day," thus carrying out the traditional Indian background of the school. Then comes news of outstanding events, general school news, school society, editorial remarks, activity events, musical numbers, faculty biographies, literary achievements, and an account of athletic thrills, with each student reading his own article. The theme song and the announcer's closing remarks conclude the programs, which average ten minutes in length. A special broadcast featured the beginning of the open house night session of school held during American Education Week, when a large group of parents and school patrons were present.

While this method of news presentation is a new activity, its immediate success has warranted a permanent place in the program of the school. It is hoped that in the future the opportunity to participate can be given to an increasingly large number of pupils.

## The Lowrey Lighter

JULIA LA MARCA

*Lowrey School, Dearborn, Michigan*

The Young Writers' organization is a very fine

stimulus for original work. The Detroit News accepts original drawings, puzzles, poems, and any other writing from people, whose ages may run from the kindergarten through senior high school. Material may be sent from any part of the country.

For the first contribution the student receives a pin, and after that, points are kept. Each week a book prize is given for the best poem, picture, or story. The three students highest in points at the end of every three months are given prizes of fifteen, ten and five dollars each. The school doing the best work each year receives a picture as a prize award. Our own school received that prize for 1936-37.

Some schools have a certain time for club periods, and the club meets at that time. In the Harvey H. Lowrey School we have a different way of handling this, which gives more people a chance to take part. In all English classes theme work is required. The best work is chosen by the students or the teachers, and it is sent to me. I check each contribution to see that the student is a member and that first contributions receive pins. The package of material is sent in each week. At the present time we have four hundred members.

Students are very proud of receiving their pins and they take an increased interest in their theme assignments. In my own English classes anyone receiving the word "copy" on his theme knows it is going into The Detroit News.

One of the main reasons I like the activity is that it gives recognition to many students. In some instances it is the beginning of recognition for future writers. A feeling of pride is also felt by the person in seeing his writing in print. Another reason I like the activity is that the only cost is the sending of the contributions, while the value received from the work far surpasses the cost.

We further recognize good writing done, by publishing *The Lowrey Lighter*. This is a sixty page book published once a year composed of original writings and drawings done through the English and art classes.

There is no staff in its publication; the material is sent to me and I type the pages; they are illustrated by the art classes, and then they are sent to our Fordson High School, where a class in multigraphing prints the book. Two other publications came out this year printed in the school office on the mimeograph, also with an end in view of recognizing good writing. *The Little Lowrey Lighter* was distributed to pupils in grades one to six, and *The Scribe* was given to

nine B students, being made, paid for, and distributed by them.

All these activities—The Young Writers' Club, *The Lowrey Lighter*, *The Little Lowrey Lighter*, and *The Scribe*—have meant a great deal in improving the original work done by elementary and junior high school students here.

## Using Our Public Address System in Assembly Programs

J. STUART HOBKIRK

*Carthage High School, Carthage, New York*

We have found a new use for our public address system—the assembly programs in the elementary grades. To be of value such programs must be interesting and instructive and provide real experiences for the groups presenting them, without taking too much time and effort in their preparation.

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cast. The cast is chosen by trial reading of the play, and then it is re-read enough to insure smooth performance. A few readings are usually sufficient. By experimentation suitable articles are selected to produce the sound effects.

The children use the microphone behind the stage curtain in exactly the same manner as that of other radio broadcasts, and two loudspeakers at either side of the auditorium brings our audience the unseen presentation. An interlocutor changes the scene by his explanation, and no great effort on the part of anyone has been necessary to provide a really worthwhile assembly program. The time spent in preparation is reduced so much that the teachers do not feel they are spending too much time on one presentation and do not dread their turns in our assembly schedule.

### Financing the Music Department

MARY E. WYLIE

*Supervisor of Music, Little Rock, Arkansas*

A few years ago interest in music in the grades in the Little Rock Public Schools was zero. The text books in use were not conducive to creating enthusiasm in the pupils, and, while all of the records used for appreciation were of standard music, the pupils were not interested. Each child was supposed to furnish his own music book, which meant that fully one-third of them had no books and merely sat through the music period.

Our classes were moving each forty-five minutes, and each child carried his entire collection of books with him. This was not so bad for the normal child, but for the undersized one it was a decided hardship. Therefore, it was not hard to prove to Superintendent and Principal that sets of books kept in the music room would help remedy this situation. A ruling was passed whereby each pupil paid a music fee of twenty cents to pay for the use of the text books. Parents gladly donated the old books; but even then we found we were having difficulty in raising enough money to buy supplementary music books, victrolas, and sets of appreciation records.

Our spring music festivals had always been to the patrons, but in order to better control the crowds it was decided small admission fees of ten and fifteen cents would not only remedy this evil but would also help finance our music needs.

We try to vary our programs from year to year, some years staging programs of people of many lands, using folk music and dances from these countries. Again, it may be an evening's program made up of interesting musical and worthwhile

skits. We usually use an immense chorus, sometimes on a stage, again off stage.

Last year the music department decided we had outgrown the combined festival, the inconvenience of necessarily long rehearsals, and a crowded au-



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ditorium, to say nothing of the expense of getting the children to and from rehearsals. All of the local schools have good sized auditoriums, and the teachers presented operettas ranging in difficulty from the simplified versions of Rimsky-Korsakov's opera "The Golden Cockerel" and Humperdinck's "Hansel and Gretel" to the simple but tuneful "Golden Whistle" by Forman. Needless to say the audience more than doubled, and even the schools in the poorer districts found that they had more than enough money to purchase the much needed supplementary music books. As soon as possible we reduced the fee from twenty cents to ten cents, and in the near future we hope to collect only enough to replace old and worn out books, letting the proceeds from festivals take care of the need for new materials.

For several years the Music Department has been alternating with the Auditorium Department in presenting these festivals, which means that our funds have diminished. Accordingly the responsibility of the music teacher has been reduced and the pupils have been relieved from preparing two annual spectacular programs. As a result of this change of plan, interest in the music program has increased and the burden has been lightened.

### Activity Tickets

M. D. CROMER

*Douglass High School, Douglass, Kansas*

Yes, we sold activity tickets to students in Douglass High School but no one has the tickets—not even the school.

It is really quite simple. First, we planned to sell activity tickets to students. The question then rose as to the problem of handling lost tickets. To eliminate this it was suggested that the tickets be retained by the school and be filed alphabetically, each ticket to be punched whenever its owner attended a specified activity.

This in turn raised another question. If the activity ticket was to be retained by the school, why spend the money printing tickets? Why not list the names of the ticket owners on a small chart, have these individuals call at the ticket window where their names could be checked, and give them regular tickets used for single admission?

In fact that is what we did. This set-up is particularly well adapted to situations where tickets are purchased on the time payment plan.

We require a payment of ten cents each week to be made on Monday morning or noon before school is called. If a student attends an activity but is two or more weeks behind, he may pay the single admission price of twenty-five cents or pay

the twenty cents or more that he owes on his activity ticket. If he chooses to bring his activity ticket up to date, he is admitted to the particular school function and for another week he receives all the benefits of the holder of an activity ticket.

The student council activity committee composed of two boys handles the time payments and checks students for activity tickets, as all pay for school functions.

Although Douglass High School has a small enrollment, 190 students in the upper six grades, I believe the plan would work successfully in schools with much larger enrollments.

### Home Room Organization

LOUISE KANSTEINER

*Hannibal High School, Hannibal, Missouri*

Since a home-room is a home-room where pupils meet each day, I have endeavored to so organize my room this year that the pupils may become better acquainted with one another, learn to work together, and share duties and responsibilities with one another.

The first week of school a meeting was held. A temporary chairman was appointed, and the election of president, vice-president, secretary and treasurer followed.

The next day the president, after a conference with me, named the committees and defined their duties. Those committees were:

Home Room Inspection Committee—to inspect home-room property and give a report to the teacher of conditions.

Flower Committee—to care for plants in windows.

Telephone Committee—to find out the reason for absence of home-room members.

Sick Committee—to visit the sick whenever practical or send "sick cards" to those who cannot be visited.

Program Committee—to arrange weekly programs.

Bulletin Boards—to collect and post interesting articles on the bulletin board.

Black and Red Reporter—to write up articles for the school paper, "The Black and Red."

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Yell Leaders—to take charge of school yells in home-room periods.

Leader of devotionals.

The program committee has worked out, upon the suggestion of homeroom members, a tentative program for every week of the first semester. These programs will consist of interesting experiences of pupils, current events, observance of special days, reports of radio talks based on international or national affairs, our own state history, book reviews, review of movies, story telling, important local affairs, and talks on hobbies. It is the intention of the program committee that each pupil shall appear on at least one program during the semester.

Monday morning the pupils are called to order by the president, then the minutes of the last meeting are read, the treasurer's report, and the reports of committees are given. Through this formal meeting the pupils become acquainted with parliamentary rules.

So far we have had several very interesting programs. Two pupils who are new in the school have told about the schools they formerly attended. Another girl gave a very interesting review of Justice Black's radio speech of October.

The committees serve for a period of six weeks. At the end of the semester a booklet is made containing the minutes of all the meetings, the reviews of the programs, and the treasurer's reports showing the amount of money turned in by the home-room members for the sale of tickets for the different school activities.

Through this "set up" the pupils are becoming acquainted with parliamentary procedure, learning to work with one another, and learning how to take responsibility.

### Insurance for Athletes

(Continued from page 263)

Separation of tendon from bone.....	5.00
Dental Injuries:	
One chipped tooth .....	2.00
Broken facing .....	3.00
Replacing knocked out filling.....	2.00
Maximum fee for one broken tooth..	10.00
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Twelve hundred boys in Pennsylvania high schools took advantage of this plan of coverage for football during the present season. Some schools have taken out hockey coverage for girls as well as boys. Already other schools have applied for transportation and basketball protection. In the small schools, where the school was not able to pay for the protection, the individual stu-

dent has paid for his own protection. The plan is working very satisfactorily and appears to be on a sound financial basis. At the present time we have over eight hundred dollars in a reserve fund and sufficient money available to take care of all injuries which have been incurred to date.

Let me emphasize the value of this protection to students and officials of small schools in this state and in others having a similar plan. In many of the small schools the funds are insufficient to treat athletic injuries properly. In such a school, the plan should be carefully explained to each athlete and he should be given the opportunity to purchase the protection and finance the same. Placing boys (and girls) in a position which will guarantee adequate medical attention in case of injury is a big step forward in joining our athletic procedure to our health program.

A recent bulletin of the Connecticut Interscholastic Athletic Conference indicates that Maine, Connecticut, Vermont, and Rhode Island have just adopted an accident benefit plan. Six hundred twenty-four boys have already been insured under their plan. This interest indicates that these States will soon secure a sufficient spread of risks to insure the soundness of their undertaking. Progress lies ahead.

### The Buddy Approach

(Continued from page 262)

and no one has objected to the work as it is brought up, the watchers lose all their credit and the worker receives only one-half credit for the incorrect steps when they are brought back corrected.

The grading scheme is an attempt to eliminate the prejudices of both the students and teacher and is based upon the number of projects completed by the group and the number of steps for which each student has received credit during the two-week's period. Each student receives a rating showing his comparative or competitive standing, compared with the standing of the other boys who work on the same project during the day. The two-week's ratings are used to calculate each student's "report card" grade.

Student foremen hand out all materials; and all demonstration is done by either the foreman or a watcher in the group who has had the work before.

In this brief way, we have attempted to describe a plan that has as its objective the development of a pride of achievement, rather than the self-centered pride of possession. All projects "belong" to all those who work on them; all materials "belong" to the group that has a legitimate use for

them; everything is decided on the basis of objective standards and reasoning rather than on a clash of opinions.

#### SOME ADVANTAGES OF THIS PLAN

1. The teacher is able to give more attention to each individual student; because the routine instruction and the handing-out of materials is done by students (both watchers and student assistants;) because the number of projects is reduced by grouping the students in each class; and because the unit outline of the work makes it possible for each succeeding class to start on, and proceed with, the same projects as the preceding class, without the assignment of the teacher.

2. Each student in each group interprets the instructions to his buddies in his own language (especially where the watchers have done the work before.)

3. The same books, equipment and materials can be used by a larger number of students during the day. Not only are there fewer projects in the same class but each succeeding class uses the same identical equipment. This may result in cutting the equipment bill to a point never before believed possible; or the money saved may be used to purchase a larger variety of devices for the use of the classes.

4. Each student has an opportunity to see the material results of not only his physical and mental activity but of his social activity as well.

5. Definite work and definite standards give the student a feeling of security not possible in classes where the student must "read the teacher's mind."

6. The reward for or the refusal of the work by the teacher is almost simultaneous with its accomplishment due to the shortness of the units. This allows for a larger number of individual conferences in a period; and prevents the aimless wandering from the correct procedure, so common where the end of the job is the only definite checking point.

7. The student sets up less of a "defense" because he comes TO the teacher when HE is ready—this promotes open-mindedness.

8. Although the worker has an opportunity to show his ability to his buddies (which is one of the biggest incentives to work,) yet the groups are small enough to prevent much of the "showing off" so prevalent in class recitations.

9. The child is developing in a well-rounded way his physical, mental and emotional natures—all at the same time. Integration is automatic as far as his experiences in the class are concerned.

10. Alibis are definitely discouraged because the other members of the group were present during

the entire process of the work done by their worker.

11. Objective competition—the incentive to greater effort—is fostered by the records which are visible to all the members of the group and to other groups through the day. These records represent only the work done satisfactorily (not 80%, 50% right, etc.)

12. The teacher can afford to be much more sympathetic where there is no place for argument, negative penalties or biting sarcasm to guide and inspire the work of the students.

13. Each individual student—regardless of his IQ—receives only the attention for which he asks. He must learn to go after things himself. We do not spend extra time with the so-called "problem child." His natural urge for attention will assert itself sooner or later if he finds that the teacher is not going to "baby" him.

14. The students express themselves nine-tenths of each period with only a system of regulations and standards for mutual benefit to guide them. Very little of their time is teacher-dominated.

#### PERSONAL CONTACT AND VERBAL INSTRUCTION

Have we not placed too high a value on mere TALK in the development of character? Unless it can be shown that words and the sound of the voice give the individual definite emotional experiences of the right sort, they can only be considered as minor influences in his environment. IF all the elements of his environmental setup are conducive to a receptive (willing, objective) attitude, words will be of real worth—and only then.

For a similar reason, personal contact with others (including the teacher) may be of a very negative sort, even when the association is with some one of very fine character. Here, too, it is the

(Continued on page 282)

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# Have You Read These?

BY THE EDITOR

"Don't kick the umpire; you can't play ball with your mouth . . . Never carry your shotgun or your knowledge at half-cock . . . If you don't wish to put your foot into your mouth, keep it shut . . . Beware of that backseat driver . . . Make it clear that you are going somewhere," among other things says C. W. Cruickshank out of fifty-one years of public school experience. This strikingly written and compelling article, "Beware, Superintendent, Beware," will be found in *The School Executive* for December. Nearly all of it fits a principal and a teacher as well as a superintendent. Don't miss it.

His experience as a potential music enjoyer being trained by listening to outsiders perform and the teacher trying to convince him that classical music was not really as bad as it sounds, was unsuccessful, but it was not until several years later that Frank M. Rich realized that a banjo in the hand is worth a symphony orchestra in the bush. When he awoke, he and his pupils made a two-string cigar box banjo, and the orchestra was on its way. Soon, other interesting musical things began to develop. An intriguing and very practical article is, "Moral Education With Simple Music Instruments," *Educational Method* for December. Even though you don't play or manufacture the banjo, ukulele, macaroni box harp, harmonica, fife, glockenspiel, musical glasses, or other instruments, you might learn how from this article. In any case, you'll enjoy it.

How do you judge whether or not an assembly program clicks? By applause, by tears, by facial expressions, by teacher and student comments, by other means? Frankly, how do you determine whether a program is good or bad? And if you don't know, how can you hope for improvement? And if you don't have a profitable program how can you justify the enormous amount of time (say, half an hour times your 200, 600, or 2,000 students) devoted to it? 'Spect you have wondered about these questions. Russell C. Hartman, Principal of the Oskaloosa High School, had been thinking about them too, so he developed an "Individual Rating Chart" on which the students evaluated the assembly programs. You will find this

very practical article in *The School Executive* for January.

"Find out what the peepel want and holler yer head off fer it," has long been an expressed motto of the spell-binding politician, and also of the politically-minded educator. This philosophy, of course, does not represent statesmanship in either setting although, obviously, it is an easier and a safer method of insuring "dwelling in the land . . ." especially if that land is not particularly enlightened. Educators like to call each other (and themselves) "community leaders," but in many instances "community followers" would be more accurate. To the end that the school should exert a leading influence, the National Education Association in 1931 created the Committee on Social-Economic Goals, which issued reports in 1934, 1935, and 1937. In the *Journal* for January the Ten Goals are set forth in brief form (one page to each.) Excellent material for your faculty and P. T. A. discussions.

"What is good teaching? Ask the average layman and his ideas are ill-defined. Ask a hundred expert educators and you will receive as many answers," states Orlie M. Clem, in introducing his "Close-ups of Good Teaching," in the January *Journal of Education*. "Wretchedly uninteresting," "meaningless names and dates," "meticulous chronology," "obnoxious to pupil," and "mausoleum atmosphere," are a few of the unpleasures which Clem displaces in his attractive descriptions of lessons in four subjects—history, science, Latin, and general shop.

Looking for something about your job to get thrilled over? "If Agassiz finds pleasure in digging among fossils . . . Thoreau is delighted with bugs and beetles . . . Burroughs glories among birds and bees . . . Burbank is enraptured with a worthless desert cactus . . . Then by what term would you designate the teacher's joy who works not with fossils, bugs, beetles, birds, bees, or flowers, but with the child . . ." By all means read, clip, remember, and use, Frank P. Simmonds "The Joy of Teaching" in the *Journal of Education* for January.

# School Clubs

EDGAR G. JOHNSTON, *Department Editor*

## PLANNING A COMPREHENSIVE PROGRAM

Most studies of pupil participation in extra-curricular activities have shown a discouragingly small proportion of the student body holding membership in the various clubs. Some schools have followed the plan of requiring membership in a club of each pupil. This does not seem the most likely way of assuring to all the values inherent in club activities, as has already been suggested in this Department in an earlier issue of *School Activities*. The provision of a wide variety of clubs, with appeal to the various interests represented in the student body and an intriguing program of activities, is the most promising method of increasing the benefits of club membership. An interesting illustration of such a plan is shown in a club bulletin which comes to the editor from Principal K. J. Clark of the Murphy High School of Mobile, Alabama. The bulletin says, "This year the number of clubs has been increased to make it possible for everyone to take part in some club activity. Some clubs are limited in membership to certain classes; others are limited by try-out; while still others are open to anyone interested in the activity of the club." The bulletin then lists a club schedule for 1937-1938. A glance at the list of titles and brief descriptions suggests the scope and variety of interests.

### CLUB SCHEDULE, 1937-1938

*Applied Psychology*—For students who have studied, or are studying psychology. Reports on practice of principles of psychology, professional reading. Outside speakers, moving pictures.

*Appreciation of Movies and Radio*—For Freshmen, Sophomores, Juniors, and Seniors interested in the discussion and evaluation of movie and radio programs.

*Archery Club*—Composed of members last year and those who desire to join the club this year who have their own equipment.

*Astronomy*—For Juniors and Seniors interested in astronomy.

*Aviation (Boys)*—For Junior and Senior boys interested in aviation.

*Aviation (Girls)*—For Freshmen, Sophomore, Junior, and Senior girls interested in aviation.

*Biology (Boys)*—For all boys interested in Biology. Biology projects and nature study.

*Biology (Girls)*—For girls who have had Biology. Biology projects and nature study.

*Business*—For Junior and Senior boys and girls from second year bookkeeping and business principles classes. Personality development and business efficiency. Talks by successful business men.

*Choral Speaking*—For all boys and girls interesting in reading aloud and interpreting poetry and prose as a group.

*Creative Writers*—For Sophomores, Juniors, and Seniors interested in the study of living authors and in the writing of original poems, plays, and short stories.

*Fine Arts*—For boys and girls who have had two years of art. Branch of Four Arts Club.

*First Aid*—For boys and girls interested in First Aid.

*Freshman Chorus*—For Freshmen approved by Mr. Stookey.

*Future Architects and Decorators*—For Juniors and Seniors interested in projects in and discussion of architecture and decoration.

*Garden*—For boys and girls interested in the study of soil improvement, planning flowers and vegetable gardens, and beautifying home, community, and highways.

*Girl Reserves*—For all girls interested in Y. W. C. A. Workshops in block printing, drawing, and other crafts, Tap dancing.

*Health*—For boys and girls interested in Health activities. Plays, games, and health projects.

*Hobby*—For Freshman and Sophomore boys and girls who have hobbies or wish to acquire new hobbies.

*Homecrafters*—For Junior and Senior boys who have adequate hand tools and preferably some power tools available to him in his own home. Plan home workshop. Advice on shop problems, etc.

*Home Economics*—For girls who have taken or are taking Home Economics. Field trips, teas, socials, discussions. Branch of Four Arts Club.

*Latin (Junior)*—For boys and girls taking Latin I who have been endorsed by Latin teacher. Study of Roman life, customs, and language through short plays, games, and projects.



**Latin (Senior)**—For former members and students taking Latin 3, 5, or 7. Study of Roman life, customs, and language through short plays, games, and projects.

**Letter**—For girls who have made 400 points on State Point System and for Freshman girls who wish to work.

**Local Interest**—For Seniors who are interested in the history of Mobile and important landmarks.

**Mathematics**—For Juniors and Seniors who are taking or have taken Math 5, 6, 7 or 8. Trick problems, puzzles and advanced work in Math.

**Mental Arithmetic**—For boys and girls who are taking Arithmetic. Contests and problems in mental arithmetic.

**Modern Alchemist**—For Seniors who have taken or are taking Chemistry.

**Novelty**—For boys and girls who play any solo musical instruments, sing, dance, recite, give chalk talk, etc.

**Office Assistants**—For office assistants, attendance monitors, and Lost and Found Monitors.

**Open Forum**—For Juniors and Seniors who wish to discuss or debate topics of interest from school life, politics, world affairs, etc.

**Panther Club**—Members selected last spring of 1937 session. These pupils handle concessions at our athletics functions.

**Players**—For students who have been admitted by tryouts. Production of plays and study of topics related to acting. Branch of Four Arts Club.

**Philatelic**—For boys and girls who collect stamps and are interested in increasing their knowledge of stamps and getting an opportunity to "swap" duplicates.

**Radio and Electric**—For Juniors and Seniors who take or have taken Physics. Study and discussion of electric circuits, electronic and electrical devices.

**Safety**—Boys and girls interested in safety projects.

**Spanish (Junior)**—For students taking Spanish 3 and 4. Parliamentary procedure in Spanish and study of life and customs of Spanish speaking people.

**Spanish (Senior)**—For Juniors and Seniors who have some ability in Spanish conversation. Contests games, parties, Spanish songs, and topics related to Spanish speaking people.

**Stage-Craft**—Opening for six Sophomore boys. See Mr. Bridgewater before signing up. Arts and crafts of stage lighting, scenery building, etc. Branch of Four Arts Club.

**Travel**—For boys and Girls interested in study of foreign countries. Lectures. Films.

**Yo Tappa Kees**—For Senior students of Short-hand and Typing.

**I Want to Study Club**—For all pupils who do not desire to join any of these clubs.

## AMONG THE CLUBS

Miss Grace Steadry sponsors the "Shuta" club of Argo High School; Miss Grace O. Spear, the "Literary Lights" Club in Albion. Miss Adell Kleinecke of the Horace Mann Junior High School of Cleveland is in charge of the Leaders' Club there. The report on the Boys Cooking Club is contributed by Miss Elizabeth Lawry, formerly a teacher in Lansing Central High School, but now a member of the staff of the University High School of Ann Arbor, Michigan.

### "SHUTA"

*Argo High School, Argo, Illinois*

"Shuta" was organized in February of 1937 to meet a demand in the home making department for a small but strong nuclear group to promote worthwhile activities in the department. The eleven charter members were chosen on a basis of scholarship and achievement. Grades of B or above in three consecutive semesters of home making work and at least a C average in each of the other subjects taken were required for eligibility.

The Indian word "Shuta" was chosen as the name of the club and its meaning "achieve by working" was adopted as the slogan. The emblem of the American Home Economics Association, the Betty Lamp, is also used by the club, and is the symbol which appears on the scarf presented to each new member.

The four-fold objective of the Club is (1) to honor those who have done well in the home making department, (2) to serve as an advisory board for the department by sponsoring one educational program each semester and by promoting sociability among the home making students, (3) to encourage scholarship, and (4) to serve as a connecting link between the department and the school, the home, the state, and the nation. Officers include a president, vice-president, secretary, treasurer, and reporter.

### THE LITERARY LIGHTS CLUB

*Washington Gardner Junior High School  
Albion, Michigan*

The Literary Lights Club of the Albion Junior High School had its origin seven years ago in a ninth grade English class project. This group chanced to be composed at that time of boys and girls somewhat above the average in both scholar-

ship and character qualities. As a result of this project, a club was formed, a name selected, officers chosen, and plans for regular meetings made. At the close of the year, the group expressed a wish that their club be handed on to some other ninth grade English class the following year. This wish was granted, and the Literary Lights Club became a permanent organization of the School.

Each spring, the teachers of eighth grade classes recommend students whom they have found to rank above the average in scholarship and citizenship for membership in this ninth grade class which is assigned to the third hour of the day. Occasionally, during the year, additions are made to this number as new students who qualify come into the system—or other students prove themselves eligible. In very rare instances some student has had to be removed because of failure to "measure up." This has been necessary only twice during the seven years.

The club is reorganized early in the fall of each year, officers are chosen, and monthly meetings are planned, to be held during the class hour on the last Friday of each month. The entire group of thirty-five or forty pupils is divided into smaller groups, each one to be responsible for one of the programs during the year. Students are expected to participate on the programs in any reasonable way when requested to do so, but are not expected to take part in successive meetings, so that honors (as well as the responsibility and work) may be distributed. Dues are not to exceed two cents a month, so there is never any financial burden or expense put upon anyone—the five or six dollars thus raised taking care of the one simple social affair of the club held each spring. These parties are planned in accordance with the nature and purpose of the club—among the ideas successfully worked out during past years being a Greek Costume Party, a Book Character Evening, and a Poetry Dramatization Party.

Since every student recommended for membership in the club has possibilities of leadership, all class discussions and recitations are the product of voluntary contributions, each student being expected to participate in some way during each class period, either by question or comment. The occasional laggard in this is promptly reminded of his duty, while those inclined to monopolize the time are cautioned about selfishness. In many cases shyness and undue reserve are overcome, boys and girls experience the joy of participating in group activity, and the members learn consideration of one another.

## A BOYS' COOKING CLUB

*Central High School, Lansing, Michigan*

At ten-thirty on a Friday morning last March I was walking along a corridor in Central High School when my nostrils were assailed by the enticing yet slightly offensive odor of burning pork sausage. I entered the cooking room, and found it swarming with young men swathed in white aprons. The Chef Club was holding its initial meeting.

This group, according to the new Central High School handbook, "is open to Junior and Senior boys. The membership is limited to fifteen. The object of this club is to increase the members' knowledge of food planning, selection, preparation, and serving." Since the foods teacher is a close friend of mine, I found it very convenient to keep in touch with the new club, and I considered it by far the most successful club I have ever observed. "But the novelty of such a group would provide momentum for a successful club at least until June," you will say. Being a bit dubious about myself, I have taken pains to check on the progress of the club this year, and have heard only such reports as "Oh, they still love it! They're making cakes now." As I try to estab-

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lish reasons for this popularity, the chronology of its "pre-natal" development looms up as being especially significant.

Last year a new foods teacher came to Central High School; she is young and interesting. About three boys enrolled in a cooking class: two did so because they considered cooking a snap course, and the other is seriously interested in becoming a chef. The first two were football boys, well known and popular. They could easily have started a fad, except that they soon learned that there is a great deal more in cooking class than making indigestible morsels every day and fudge at Christmas. Therefore they initiated an interest, not in the foods course, but in a cooking club where they might freely indulge their enthusiasm, unhampered by the thought of being graded in the work. Hence the organization of the group.

The progress of the club has resulted from three factors. First, the fifteen boys derive fun from it. I had merely to step into the room to realize what a wonderful time the boys were having; it was quite refreshing to see one of my poorest and most retiring Latin students flipping a ponderous-looking pancake with gay abandon while his partner carefully laid silver and dishes for "breakfast." In the second place, the boys have achieved success in this new venture. I can testify to their success because my frequent visits to the club headquarters automatically appointed me official taster for the group. In the third place, there was careful organization on the part of the sponsor. She guided the program committee in planning the programs for every meeting from March till June, and the arrangements took cognizance of special occasions and also progressed from simpler programs (such as frying sausage) to more difficult activities, such as making cookies. On one occasion the boys were invited to make sandwiches for the picnic of a small school group, and on the day of the affair several boys even appeared after school to superintend the packing of the sandwiches. Some meetings of the group are devoted to discussions, demonstrations, and practice in serving food and arranging a table; other meetings are devoted to discussions of foods, their values, menus, etc. The most important and most frequent meetings provide for real cooking practice.

#### LEADERS' CLUB

*Horace Mann Junior High School  
Cleveland, Ohio*

The Girls Leaders' Club of Horace Mann Junior High School is composed of girls primarily interested in sports, athletics, and recreational

games. The purpose of the Leaders' Club is, as the name implies, to develop leadership. The aim is not to develop leadership without a knowledge of the activities to lead, but rather to train a selected group in various techniques which may improve the class program.

Responsibility is stressed as an important phase of leadership. Each girl in the club is responsible for planning, organizing, and stimulating the interest of one after school intramural game or seasonal activity such as seasonal sports, hiking, swimming, skating, ping pong, and riding. This is a true test of a girl's ability in leadership.

At the beginning of each semester any girl wishing to join the club signs her name to a nominating blank. Each class in Physical Education then votes for four members to represent them in the Leaders' Club. After once gaining membership in the club, the girl is a member as long as she desires to stay and lives up to the ideals of the club.

The club meetings are held during the allotted time for all clubs each Thursday morning. The president presides at all meetings, with other officers fulfilling their duties. The second meeting of the year is devoted to planning the year's pro-

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Address .....

gram. Three different types of meetings are scheduled: (1) study of rules and techniques, (2) activity (in which the girls play the seasonal sport,) (3) discussion of some topic related to Physical Education such as modern dance, national sports of other lands, and origin of the Olympic Games.

An interesting illustration of the Club's achievement was given this year by the sports leader in charge of basketball who insisted that teams report promptly or forfeit. As a result it was possible to have three games played each evening and so to keep up the enthusiasm of every team because of frequent participation.

Besides the usual activities in connection with the Physical Education program the club sponsors one school dance which is planned and taken care of by the girls themselves. Plans are now being considered for sponsoring a Play Day for all the Junior High girls of our city. In this the club is divided into committees such as Invitations, Welcoming, Activities, Refreshment, and Entertainment.

The Leaders' Club has provided an interesting and varied program to girls interested in developing leadership in Physical Education. It has also served as an explanatory activity for those who are thinking seriously of going into the field of Physical Education.

### The Buddy Approach

(Continued from page 276)

emotional "coloring" that determines the effect of the experience. The habits set up in the emotional nature of the child by his various environments will rarely be overcome by the brief and haphazard "shoulder rubbing" with fine teachers or others. The world today is mute evidence of the truth of these statements.

The well-known characters of Biblical history—Judas and Peter—both showed what little effect the wonderful teachings and perfect character of Jesus had on their attitudes. One displayed his greed by selling his teacher to the soldiers for a bag of gold; the other denied and blasphemed the merest acquaintance with his master. Yet when these two men had passed through the tremendous emotional EXPERIENCES of the crucifixion, which sent their castles-in-the-air tumbling, their entire feeling natures were changed.

If we want to make our classrooms and shops contribute to the success and happiness of each student's later life, it seems evident that we must give him emotional experiences there that are dynamic, constant and objective; and we can't start

too soon if we are to have any real effect on the growing problems of our social world.

2. "Studies in Deceit," by Drs. Hartshorne and May. The Macmillan Co., New York.

1. From the THINK Magazine, published by the International Business Machines Company.

### Plaster Casting for the School Museum

(Continued from page 265)

dium out of which to cast the mould or negative as it has all the qualities of soft rubber and will not stick to the positive cast."

The collecting of butterflies and other insects and arranging them in cases offers additional interesting work for those interested in natural science. Spreading boards for this purpose can be made by anyone at all handy with saw and hammer. Relaxing formulas can be secured from any of the scientific companies handling biological supplies, if they are desired. There is practically no limit to the extent to which such a project may be carried by students who once become truly interested.

### Development of Attitudes and Understandings Through an International Club

(Continued from page 267)

gether the traditions of many lands and are presenting them through the medium of an International Folk Festival. In this manner we may preserve much of the symbolism, idealism, and beauty of other peoples.

The return of spring is universally heralded with songs, dances and general merry-making.

"For lo, the winter is past;  
The rain is over and gone;  
The flowers appear on the earth,  
The time of the singing birds is come,  
And the voice of the turtle-dove is heard in our land."

(The villagers entered by countries led by the court jesters. All joined in singing "Welcome Sweet Springtime." The herald with his trumpet announced the entrance of the Queen. The villagers then formed in two lines with an aisle between. The procession led by the herald then marched up the aisle to the throne—the villagers continuing to sing. In the procession came the herald, pages, flower girls, the ladies-in-waiting, the May Queen, and the court attendants—the girls' glee club.)

A. Proclamation by the Herald.

B. Crowning of the Queen by the Pages.

C. Festivities of the Villagers.



## I. England

- a. May Pole Dance
- b. Race of the Jesters—mounted.  
The winning jester is knighted by the Queen. The other pleads for mercy from the ladies-in-waiting.

## II. Germany

- a. Easter Egg Hunt
- b. Bummel Schottische—dance

## III. Ireland

- a. "Wearing of the Green"—sung by the Glee Club
- b. Strewing of the Marigolds to denote good luck.

## IV. Hungary

- a. "Czebogar"—dance.

## V. Italy

- a. Hoop of Flowers to symbolize the return of beauty to the earth
- b. "Sciliano"—dance.

## VI. Czechoslovakia

- a. Switching of Girls to keep them from becoming lazy. The victim must give presents to her tormenter.
- b. "Resnicks"—dance
- c. Tumbling and Feats of Strength.

## VII. Russia

- a. "Hopak"—sung by the Glee Club
- b. "Hopak"—dance
- c. Russian Spring Song—solo in Russian.

## VIII. China

- a. Presentation of Narcissus to the Queen
- b. "Sui Sin Fa"—dance.

## IX. Mexico

- a. "La Cucaracha"—dance

## X. France

- a. Song Contest  
The songs are sung in French. The Queen and her Court award the Golden Violet to the winner
- b. "Ribbon Dance"—dance.

## XI. Scotland

- a. "The Campbells Are Coming"—sung by the Glee Club
- b. Fire Ceremony  
The Highlanders break off pieces of cake, toss them over their left shoulders into the fire and make a wish. They then leap high over the fire. If they are successful in their crossing, the wishes will come true.
- c. "Highland Fling"—dance.

## XII. Greece

- a. Greek Circle Dance—dance.  
The dance is begun by the dancers from Greece and then dancers from other countries join to complete the circle.

## D. Recessional

(The Queen leads followed by the members of the court as the villagers form two lines and sing "Welcome Sweet Springtime." The villagers then indulge in another gathering and perform several festival marches as they sing and then withdraw.)

The year's activities for the International Club concluded with a luncheon in the early part of June.

This club and its program would satisfy any set of criteria that one might formulate, for the activity was high in values—educational, cultural, esthetic, social—particularly in the developing of an attitude of sympathetic understanding and world-mindedness.

### SOME BOOKS WHICH WERE HELPFUL IN PLANNING THE PAGEANTS

Shambaugh, M. E., *Folk Festivals*, New York, A. S. Barnes & Co., 1932.

Burchenal, Elizabeth, *Folk Dances of Old Homelands*, New York, G. Schirmer & Co.

Burchenal, Elizabeth, *Dances of the People*, New York, G. Schirmer & Co.

La Salle, Dorothy, *Rhythms and Dances for Elementary Schools*, New York, A. S. Barnes & Co.

Crampton, W. A., *The Folk Dance Book*, New York, A. S. Barnes & Co.

## News, Notes, and Comments

(Continued from page 268)

8. To set the correct proportion for social and scholastic phases of school life.

9. To promote among the students a cooperative spirit and a feeling that they are responsible for the school as a whole.

### Membership

Teachers sponsoring an activity in either elementary or high schools, principals, superintendents, supervisors, and all other educators interested in promoting democracy in school life are invited to become members.

The dues are one dollar a year and may be paid either by the school or an individual. Membership includes a subscription to *Student Life* and also entitles the member to receive all mimeographed material sent out by either the National Conference or the National Association of Student Officers.

Dues are payable at once in order that the educators who are members may receive the full benefit of the plans for the year and may be paid to Miss Adeline M. Smith, President of the National Conference, Bloom Township High School, Chicago Heights, Illinois.

# Stunts and Program Material

MARY M. BAIR, *Department Editor*

## FEBRUARY CALENDAR

February is the month when special days crowd closely, one upon another. This is the period which furnishes such a variety of ideas for entertainment that any director of programs faces an abundance, rather than a lack, of material.

Students in literature will find interesting research and many valuable entertainment suggestions in the lives and works of literary men born in February. There are more than a dozen of these men, anyone of whom is worthy to be given the place of honor in any program. James Russell Lowell, poet, essayist, teacher and diplomat, was born on February twenty-second, Washington's birthday. What program more truly American than to illustrate the cavalier and the Puritan?

An hour with February poets could be made both interesting and educational. Group these poets to fancy, Americans in one group and the foreign born in another group. Have the students arrange such entertainment but see to it that Sidney Lanier, our southern poet, and Henry Wadsworth Longfellow, widely known and most beloved of American poets, are given a prominent place.

The name of Johan Ludwig Runeberg, Swedish poet, is the greatest in Swedish literature. George Meredith, English novelist and poet, has left many contributions suited to platform adaptation, as has Christopher Marlowe, English poet and dramatist. The works of Victor Hugo, French poet, novelist and dramatist, are replete with program material. His biography, together with the wealth of books and articles written concerning his life and works, is a source of inspiration to that student or class interested in learning more concerning this greatest literary figure of nineteenth century France.

Among other outstanding literary leaders whose lives or works furnish numerous ideas for character impersonation, are: Horace Greeley, pioneer journalist; Charles Dickens, English novelist; John Ruskin, English author; Charles Lamb, English essayist; Henry Watterson, journalist and author; and Michel E. de Montaigne, the French author who was originator of the essay form.

Students in science will find the month of February contains birthdays of men whose lives cover a wide variety of achievements in the scientific

field. Among these whose creative ability went far to advance the welfare of the world, we find Thomas Alva Edison, inventor and electrical investigator; Charles Robert Darwin, naturalist and biologist; Copernicus, Polish founder of modern astronomy, and James Dwight Dana, geologist and educator.

Numerous interests in various arts could be combined to build an interesting entertainment about the lives of Louis Comfort Tiffany, artist and decorative designer; George Frederick Watts, English painter and sculptor; Joaquin Sorolla Bastida, the Spanish impressionistic painter who was the first to "capture sunshine on canvas."

Felix Mendelssohn Bartholdy, German composer, is known to all lovers of music. The names of Sir Henry Irving, David Garric and Ellen Terry of the English stage; Joseph Jefferson, who gave such notable interpretations in *Rip Van Winkle* and in *Sheridans: "The Rivals"*—and Carlo Goldoni, Italian dramatist, founder of modern Italian comedy, all furnish incentive toward creative work in program building.

Susan B. Anthony, pioneer woman suffragist and Alice Freeman Palmer, leader in higher education for women (president of Wellesley College 1882-1887) were born in February.

Numerous types of entertainment plans for St. Valentine's day may be purchased. However, the most interesting and enjoyable program will be that one which is original—planned and produced by the students themselves.

Few persons seem to realize the meaning of Candlemas day, February second. In America, especially this date is referred to as "Ground-hog Day." Here is offered a striking contrast for the types of program appropriate to this day: the one, concerning Religious significance and the other, weather superstitions, moon signs, etc. Yet the old quotation mentions both Candlemas and the weather, for it reads:

"If Candlemas be bright and clear  
We'll have two winters in the year."

The markets are flooded with plays, pantomimes, skits, stunts, music and readings all ready made for that Washington or that Lincoln day program. Why not do some original work and make your own programs? History, imagination, and a bit of creative effort will more than

repay the person or group working on such a project.

A "program of presidents" and arranged for the month of February should be made to include our other presidents whose birth dates fall in this month.

### OLD SWEETHEARTS

This is a little entertainment in which both actors and audience may have a part. The only setting necessary is a red or black back drop against which is placed a large paper lace heart with the center so arranged that it may be opened out as though it were two small doors.

Two small pages, wearing powdered wigs and dressed in colonial costume, stand one at either door. When the subjects are posed for the picture. The orchestra plays two measures of an appropriate selection, the pages open the doors and the audience is given a glimpse of famous lovers.

For colorful pictures the following lovers are suggested: Romeo and Juliet, John Allen and Priscilla, Darby and Joan, Hiawatha and Minnehaha. The program director or committee will think of many more if a larger number and a wider variety of pictures is desired.

As pictures are being posed the audience may be directed in singing old love songs; "Let me call you Sweetheart," "Comin' thru the Rye," "The World is Waiting for the Sunrise."

Such a program would have a most suitable finish if the poem, "An Old Sweetheart of Mine" is read and a corresponding pantomime is given. Such a pantomime requires about twenty minutes for production.

### COMICS

For this stunt have a large frame of rough wood set well back on the stage. A dark curtain is arranged in this frame and is drawn aside for each picture. Within this frame group those students who can pose to impersonate members of faculty, board of directors, prominent townspeople and popular students. Make these "pictures" as life-like as possible yet pose them with the comic valentine and costume them accordingly.

For each valentine, have a high school student dressed as a small boy, stand at right or left of stage and recite the comic verses in the old time manner.

While these "pictures" are being posed, the audience will take great pleasure in singing: "When You Wore a Tulip," "Peggy O'Neill," "Sidewalks of New York."

### MURDER WILL OUT

\*(A Skit—30 Minutes)

MARY CRAWFORD

*State Teachers College, Kearney, Nebraska*

From north enter a burlesque of a Greek Chorus, lackadaisical, heads on side, intoning.

GREEK CHORUS: Woe! Woe! Impending doom—it must be discovered—the Fates will reveal it—impending doom—woe—woe—"

(Chorus intones this as it moves across stage, forming in line, facing both audience and other characters who appear later.) (Enter from left the librarian, who speaks to the audience, registering great complacency.)

LIBRARIAN: "At last it is accomplished! Never before have they been in such good condition. Never before have I been able to sit back and look at them, to see them full—quite full."

CHORUS (Interested): "FULL?"

LIBRARIAN: "Yes. It's splendid!—FULL!"

CHORUS (With greater interest): "Who? Where?"

LIBRARIAN: "Who? Why, the shelves—Where? In the library, of course. Where else?"

CHORUS (Losing interest): "Ah! and the shelves are—ah, full, you say?"

LIBRARIAN (With growing enthusiasm): "Yes, for the first time in history! Often there are great gaps on the shelves—oh, they are horrible gaps! Just like a toothless hippopotamus! You've no idea—and I used to sit there and tear my hair—"

CHORUS (Intoning): "She tore her hair."

LIBRARIAN: "—and I wondered and wondered where the missing books could be."

CHORUS (Intoning): "She wondered where they could be."

LIBRARIAN: "And when they did turn up—"

CHORUS (Politely): "Ah, they did turn up?"

LIBRARIAN: "—I found that they had been kept out by—"

CHORUS (Trying to appreciate the suspense): "Ah!"

LIBRARIAN: "—by some—faculty member!"

CHORUS (Intoning): "The books were kept out by faculty members."

LIBRARIAN (Irritated): "Don't keep echoing me! You make me feel jumpy."

CHORUS (Unperturbed): "And now relate to me the tale. In fact, what happened then?"

LIBRARIAN (Patronizingly): "You're an old Greek chorus, and probably you don't know that it's quite out of fashion to tell about things that took place in the past. Those messenger scenes are too slow for moderns. Today we present the scene before you. Just watch and you'll see what happened."

CHORUS (*Intoning*): "If we watch, we shall see what happened."

(*Librarian takes her place at the side, as spectator, with the chorus. Some six chairs are quickly brought in. Enter the principal, and about six men, members of the faculty. The principal addresses the members.*)

PRINCIPAL: "Gentlemen, I speak in regard to a matter concerning the general welfare. You all have keys to the library doors. Up to the present time you have had free access to the stacks whenever you chose. This plan has its advantages, but its disadvantages are greater. Owing to the fact that you leave no record of the books you take out "after hours" many calls are made for books nowhere to be found. It is my impression that, if any one of you were to return at any one time all the library books you have at home, it would require your small son's 'express wagon' to make the transfer. Now, gentlemen, I ask as a favor that you will give up your keys to the library . . . As a favor, gentlemen."

(*Faculty men fold arms on chest, and otherwise register determination. They will never give up their keys! A pause.*)

PRINCIPAL (*Very suavely*): "I forgot to state, gentlemen, that the lock on the library door has been changed."

(*General consternation on part of faculty. Throwing large pasteboard keys on floor, they take up their chairs and follow the principal off stage.*)

LIBRARIAN (*Coming forward, speaking to audience*): "There—you see how easily that little affair was managed. And now (*rapturously*)—now—at last there has come a time when *nobody* has a book out! Every book is in its own place on the shelves—in the stacks—*nobody* has a book out!"

CHORUS (*Intoning*): "*Nobody* is reading a book. Ah me!"

(*Enter the bookworm, puffing, agitated, his great goggles fairly shaking with excitement. He rushes to the librarian, exclaiming,*)

BOOKWORM: "Oh, I say, d'ye know where I can find an account of the nervous system of the population of Saturn? I know it's in that book, *The Metempsychosis of Astral and Super-Lunar Bodies*—"

LIBRARIAN (*Complacently*): "Yes—979.358 x 37 M 28 q—"

BOOKWORM (*Breathless*): "And the library attendants can't find the book, and it isn't checked out or anything—"

LIBRARIAN (*Equally breathless*): "*Can't find it! Did they look on the shelf?*"

BOOKWORM: "—and there's no record of it any-

where and—"

LIBRARIAN (*Recovering*): "Oh, tell it to the marines! Look again. It's there, I tell you—it just *has* to be there!"

REPORTER (*Enters importantly, with pad and pencil*): "In regard to the recent robbery in the library, rumors have reached our office—have you any statement to make?"

LIBRARIAN (*Shortly*): "None whatever. (*To Bookworm*) Call the police."

CHORUS (*Alntoning*): "There is no statement to be made."

REPORTER (*Genially, to Chorus*): "Oh, hello! I didn't see you. But of course you fellows know all about the library system. How did the thief

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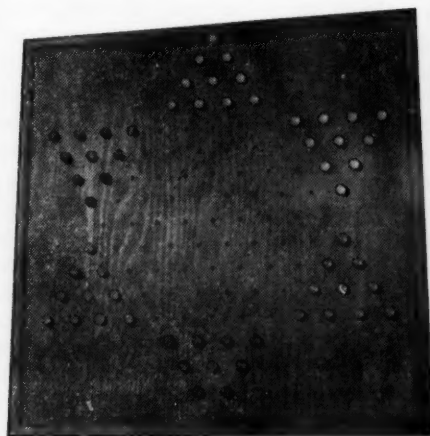
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get in? Say, I'd be mightily obliged to you if you'd give me about nine inches of copy for the evening issue . . . Well, never mind, if you don't want to. I really don't need any help for my story." (He proceeds to scribble.)

(There is a commotion at back of audience room. Great show of locking doors at back, through which have just entered the sergeant of police and the Inquisitor, who walk very officially down the left aisle and up on stage. Sergeant takes a position toward left side. Inquisitor, in center, takes charge of affairs in a peremptory and business-like way.)

INQUISITOR: "The audience will consider itself under arrest. Sergeant, see that nobody tries to escape by the windows. Guard the stairs to the balcony. This matter must be cleared up right here and now."

CHORUS (Intoning): "The mystery must be cleared."

INQUISITOR (To Chorus): "I don't mean to be uncivil to so ancient and honorable an order as the Greek chorus. But we're here for business, and we have no room for repetitions and such-like trimmings. So—"

CHORUS (Blandly): "He has no time for the trimmings."

INQUISITOR (Sternly): "—so just cut that out."

(Chorus is heard no more, save for an occasional sniff. From this point the action is in the hands of the Inquisitor. Roughly sketched it goes as follows: The Inquisitor calls on someone in the audience to stand—asks his name, his age, his nationality, white or black, married or unmarried, and if so why, asks occupation, and the same for his father, ad libitum, then proceeds to specific questions, such as "Where were you on the morning of June 23?" The reporter acts as court reporter, keeping the record. Inquisitor can perpetuate jokes on witnesses. Two or three in the audience may be prepared, ready to act as though frightened by proceedings. But the fun of the action is to extend it to others in the audience, so that each person in the audience may be kept on the alert, lest he be caught unprepared. This goes

on as far as the time limit will allow. Finally the book is discovered on the floor between two seats. The two occupying those seats are put to the inquisition. Each denies it and accuses the other. At last it is discovered that the person sitting behind is the guilty party, having pushed the book forward. The arrest is made, the accused is taken out at back, under guard. The Inquisitor closes the court, dismissing the audience (if so desired) while the librarian waves the recovered book and shouts,

LIBRARIAN: "The shelves will be full! Not a book out of place!"

CHORUS (Intoning as move over stage) "The shelves will be full! Not a book out of place!"

\*The wording of this skit is suggestive merely. The actors will feel at liberty to put in other jokes or local hits as they think best—within the limit of a half hour. Especially in the latter part is the action only indicated, the inquisitor improvising as the occasion may demand.—Mary Crawford.

## CHARACTERIZATION OF WASHINGTON THROUGH DIALOGUES

### For Washington's Birthday Celebration

MRS. BLANCHE GRAHAM WILLIAMS

#### FAITH

Washington, riding with an armed escort, met a breathless courier bearing tidings of the battle fought on Breed's Hill.

COURIER (speaking with difficulty)—The American forces have finally been dispersed. It seemed a bad defeat.

WASHINGTON—Why did they retreat?

COURIER—Their ammunition gave out.

WASHINGTON—Did they stand the fire of the British regulars as long as their ammunition held out?

COURIER—That they did, to a man. They held their own fire in reserve until the British were within eight rods.

WASHINGTON (turning to Generals Lee and Schuyler)—Then the liberties of the country are safe, gentlemen!

#### HUMOR

Lord Fairfax was at Mt. Vernon. Washington had word from London that tea ships were about to sail.

WASHINGTON (to Lord Fairfax)—Well, my lord, and so the ships with the gunpowder tea, it seems, are on their way to America!

LORD FAIRFAX—And why, pray, call it gunpowder tea?

WASHINGTON—I am afraid, my lord, it will prove inflammable and produce an explosion that will shake both countries!

## Plays—Readings

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#### FAIRNESS

Mr. Cleaveland, a minister at Ipswich, being presented to Washington, hat in hand.

WASHINGTON—Put on your hat, Parson, and I will shake hands with you.

PARSON CLEAVELAND—I cannot wear my hat in your presence, General, when I think of what you have done for this country.

WASHINGTON—You did as much.

PARSON—Oh, no, General, not I.

WASHINGTON—Yes, yes, Parson. You did what you could and I have done no more.

#### TRUTH

The mother of Washington had a blooded sorrel. She was very proud of it but it had a fierce and ungovernable nature. Washington forced a bit into its mouth. A battle for mastery ensued. The horse in a tremendous plunge burst a blood vessel and died.

MRS. WASHINGTON (*at breakfast following the incident*)—Have you seen my blooded colts in your rambles? I hope they are well taken care of. My favorite I am told is as large as his sire.

GEORGE WASHINGTON (*somewhat embarrassed*)—Your favorite is dead, madam.

MRS. WASHINGTON (*perturbed*)—Dead? Why, how could that be, how has this happened?

GEORGE W.—That sorrel horse has long been considered ungovernable. I forced a bit into his mouth. I backed him, rode him in a desperate struggle for the mastery. He fell under me and died upon the spot.

MRS. WASHINGTON (*for the moment flushed, then tranquil*)—It is well. While I regret the loss of my favorite horse, I rejoice in the spirit of my son who always speaks the truth.

#### DISCERNMENT

The American army was encamped near West Point. Washington was invited to dine with a gentleman who lived in a nearby mansion. Washington had heard rumors of infidelity to the patriot's cause in connection with this man. His suspicions were aroused when his host intimated that no guard would be needed. He went an hour before the appointed time. The man was perceptibly nervous as the two discussed the matter of traitors. Suddenly horses' hoofs were heard.

WASHINGTON—What cavalry are these?

TRAITOR—The British light horse for my protection.

WASHINGTON—British horse to protect you while I am your guest, sir?

TRAITOR—Yes, general, you are my prisoner!

WASHINGTON—I believe not, sir, I know you are mine! Arrest this traitor, officer! These are

American cavalry in British uniforms. They came to test the truth or falsehood of their host.

TRAITOR—I confess I was bribed to deliver General Washington to a squadron of the enemy this day at two o'clock.

#### REASON

The Revolution was at its close. Soldiers were being disbanded. Congress had no ways or means to pay them for their services. Letters were circulated among soldiers with the view toward disseminating seeds of discontent.

SOLDIER (*sounding note of discontent*)—Fellow Soldiers, did you not cheerfully enlist in the services of your country and for her sake encounter all the evils of a soldier's life? Have you not beaten the ice-bound roads full many a winter's day without a shoe on your bleeding feet? Have you not wasted the long bitter night without a tent to shelter your head from the pelting storm? Have you not borne the brunt of many a bloody battle and from the hands of hard struggling foes torn the glorious prize—your country's independence? And now, after all, after wasting in her service the flower of your days, will you suffer yourselves to be sent home in rags to your families to spend the sad remains of your life in poverty and scorn? I trust you will not, my brothers. Now is the golden hour for redress while you have weapons in your hands, the strength of an army to support you and a beloved general at your head ready to lead you to that justice which you owe yourselves and which you have so long but vainly expected from an ungrateful country.

WASHINGTON (*in response*)—The great object for which swords have been drawn has been for the liberty of your country. The noble spirit with which you have endured privation and combated danger have overcome difficulties. And now having waded like Israel of old through the red sea of blood and withstood the Sinais of British fury, after having crushed the fiery serpents of Indian fury, and trampled down those insidious Amalekites—the Tories, and with the ark of your country's liberties in camp, safely arrived on the borders of Canaan, and in sight of the glorious end of all your labors, will you give yourselves up to the dupes of "British emissary" and for the sordid flesh-pots of a few months' pay, rush into civil war, and fall back to a worse than Egyptian bondage? No, my brave countrymen, I trust you will not. I trust that an army so famed throughout the world for patriotism will yet maintain its reputation. I trust that your behavior on this last, this most trying occasion, will fill up the measure of your heroism and stamp the American character with never-dying fame!

#### CHARITY

The place was Sweet Springs, Virginia, and the baker and the squire were engaged in conversation.

SQUIRE—Stophel, you sell a world of bread but I fear do not gain much by it.

BAKER—What makes you think so?

SQUIRE—You credit too much.

BAKER—Not a penny, I, sir.

SQUIRE—Ay, don't I see the poor people every day carrying away your bread, yet they pay nothing?

BAKER—They'll pay me all in a lump.

SQUIRE—Oh, ho, on the last day I suppose when you expect God Almighty will stand paymaster.

BAKER—Oh, no, squire, the good man Colonel Washington is here. He says the poor must have bread. He says their spirits must not be sunk lower by taking from them the little they have pinched from their poor families at home. Give each of them a good hot loaf each morning, he says, and charge it. When I am going I will pay all. He often pays me \$80, squire, and that too for poor creatures who did not know the hand that fed them.

#### GENERALSHIP

Crossing the Delaware.

SIR WILLIAM ERSKIN (*to Lord Cornwallis*)—We have the Americans on the run! They retreated through this very town. We have had heavy cannonading on both sides. They have crossed the Sanpink and placed their cannon near the ford. Now, sir, now is the time to make sure of Washington.

CORNWALLIS—Oh, no, our troops have marched a good way today and are tired. The old fox can't escape. With the help of the Delaware now filled up with ice, we have completely surrounded him. Tomorrow morning, we'll fall upon him and take him and his ragamuffins all at once.

ERSKIN—Ah, my lord, if Washington be the soldier I fear he is, you will not see him there tomorrow morning.

CORNWALLIS—Night is coming. The artillery has ceased to roar. Our soldiers will rest and sleep.

CORNWALLIS (*next morning viewing field with glasses*)—How now? There is no American on the Sanpink.

ERSKIN—That is exactly what I feared.

CORNWALLIS—The servants of King George must charge those sons of liberty with musket and bayonet!

ERSKIN—God save the King! This Washington is an American Fabius!

It is the province of knowledge to speak, and it is the privilege of wisdom to listen.—Holmes.

## A Writing Laboratory—Its Operation and Technique

(Continued from page 270)

ent students certainly are as good generally as those who came through in years before the Writing Laboratory came into existence and in some respects, at least, they are definitely better. This conclusion is arrived at through a measure of the student's ability to correct errors in the written expression of another, through the instructor's appraisal of the creative products of the students, and through the expression of instructors in other courses and departments. Even if it could be shown objectively that the students are no better prepared under the laboratory system than under the former freshman composition course, the instructors would prefer to maintain the present system because the students are better motivated and because the instructor has received relief from the burden of countless uninspiring hours spent reading stereotyped themes on formally assigned subjects.

The great thing in this world is not so much where we are but in what direction we are moving.

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## Parties for the Season

MARY HELEN GREEN, *Department Editor*

### FIVE, SIX PICK UP STICKS

There's a familiar Mother Goose Rhyme which begins:

One, two  
    Buckle my shoe.  
Three, four  
    Shut the door.  
Five, six  
    Pick up sticks.  
Seven, eight  
    Lay them straight . . .

Christmas shopping this last December was more difficult because it was necessary to count five or six stores before an affirmative answer to the question, "Do you have any 'pick-up sticks'?" could be found. The revival of an old game had depleted the stock of the stores. In keeping with this demand, a stick party is in order.

In planning this party the first consideration is the invitation. Colorful cocktail picks or natural twigs from trees or bushes will supply the stick idea. These may be pinned through the invitation or fastened on top by means of gummed tape. Another idea is to attach the end of a small rectangular piece of paper to the stick. The party information is written on this paper.

The major advantage of a stick party is the fact that few, if any, decorations are needed. Candle sticks with lighted candles, joss sticks with their fragrant incense, and an open wood fireplace are sufficient. An artificial fireplace or an outdoor open fire built on a table makes a substitute for the real fire.

In the community are undoubtedly many boxes of jack-straws—variously shaped tools to be cautiously removed by means of a hook—and "pick up sticks"—uniformly shaped sticks to be just as cautiously removed by means of the fingers.

At each quartet table there should be four or six people—an even number in order that the two or three with the highest score may progress to the next table. Rules and regulations definitely explained or written are necessary. They should include the number of plays, how to drop the sticks,

when to drop them, and how to count the score. Tallies may be attached to a stick of gum.

Near the time when the hosts wish to end the stick game there suddenly enters a bandit who yells, "Stick 'em up." In a few seconds, after a brief villainous play, eats which "stick 'em up" are passed. They may be the main refreshments or just an extra treat. Some suggestions are: caramels, molasses taffy, pop corn balls, stick candy, or cinnamon or pecan rolls.

If the guests are not familiar with the drawing of the moon try this:

The leader takes in his left hand a broomstick, a walking stick or a baton and draws on the floor a circle to the left, starting at the top. He then dots two eyes, a nose, and a mouth. As he does, he says:

"The moon is round  
Has two eyes  
A nose and a mouth."

He hands the stick to a guest who, if right-handed, will generally take the stick in that hand. Failure to draw the moon correctly often causes him to think he has made the circle in the wrong direction or has not stood correctly, rather than used the wrong hand.

If additional entertainment is needed, fagots which are given to the guests are laid straight in the fire as the individuals meet the requirements of the hosts. (Seven-eight, lay them straight.) The hosts may request: stories connected with February, sparing the rod, one's most embarrassing moment, or the biggest lie—with the result, perhaps. (This may be anti-Washington.)

These fireside stories should follow refreshments, which may consist of cheese straws with pineapple finger salad, date sticks with ice cream, or toasted cinnamon fingers with hot chocolate.

Prizes for the highest scores in the progressive stick game, for the first correct drawing of the moon, and for the best stories may be stick candy, a stock game, a stick pin, candlesticks, Chinese joss sticks, gum, pencils, paste, adhesive tape, or transparent tape.

With adequate sticktuitiveness on the part of the hosts in planning the details of the party, there



should be no "sticks in the mud," especially after the guests stick around a few minutes.

### WINTER'S PLAYGROUND AN EVENING IN SWITZERLAND

As a part of the travel program for this year's parties an evening spent among the Swiss is suggested.

Shiing, tobogganing, the red and white Swiss flag, and the bell ringers are all appropriate for invitation designs. Unique, perhaps, is to attach a small piece of Swiss cheese, which has been wrapped in paper, to the invitation—this cheese to serve as a bait to attract the guests and to catch them for the evening's entertainment. A ticket to St. Moritz, or some other winter playground, may also be used. Travel pamphlets on Switzerland obtained at travel bureaus furnish additional information.

The cotton prints of today are so varied, so attractive, and so popular in party planning, that it would be expedient to see if any prints of Switzerland design are available. They are readily applicable to invitations and decorations, such as place cards, stand-up figures, and program covers. If femininity is desired, dotted swiss and lace may be employed for corsages, (little nose gays,) especially designed for February.

Decoration suggestions are:

A small replica of a snow covered Swiss village including a Swiss inn and chalets;

A dairy scene depicting the making of cheese.

An Alp drive in which the picturesque herdsmen are driving their cattle from the cantons to pastures, amid the music of the cowbells and the barking of St. Bernard dogs.

The party itself may be held in a Swiss inn, in which a cuckoo clock has a prominent place.

Skiing figures are quickly made from pipe cleaners, the feet fastened around skis made from confection stick candy or glassips. The face may be made from round candy drops covered with cellophane paper, on which eyes, ears, nose and hair are sketched. A gay ribbon flies jauntily from the neck.

Groups for games are selected by dividing the group into cantons. Cut outs of trees on each of which is written the name of a forest canton will serve for the drawing of sides.

The good old favorite game of "Cheese It" wants recognition at a Swiss party. A mixed letter game of kinds of cheese and terms applied to cheese, or cheese making, may take more adult minds. Such names as Gruyere, Neufchatel, block, rennet, etc., may not be familiar to some of the younger people.

If the guests have forgotten the story of Wil-

liam Tell, it should be recalled. This is the background for the next game, a contest of hitting an apple on a dummy's head by throwing cotton snow balls or darts.

Some of the guests who enjoy outdoor sports will be interested in climbing the Matterhorn, at least the first ascent. This is a race in stair climbing with such stipulations as one step at a time and a slip step backward every other step.

Thrilling jumps for those who want to ski are arranged by blindfolding the player and having him jump from a board which in reality is very close to the floor, but seems a great distance above it. It is the old stunt of presumably lifting the board but instead the trickster on whose shoulders the player has placed his hands slowly lowers himself to a bended knee position.

In honor of the famous Lion of Lucerne the strong ones in the group may test their strength in a tug of war.

Fines may be imposed on those who talk when the cuckoo clock cuckoos.

Making Swiss watches is a guessing contest. A watch dial with the twelve hours marked on it, furnishes the paper for the answers to the twelve questions asked by the leader. All answers are words connected with a watch. For example:

Part of a flower.....	Stem
Gems .....	Jewels
Outer covering of a mattress.....	Tick
A plant .....	Time
Yours and mine .....	Hours

Attempts at yodeling for those who think they can change their natural voice to a falsetto voice promises to be a highly amusing contest.

Bell ringing—tunes on glasses filled or partially filled with water, or tunes played by ringing Swiss bells, makes entertainment numbers.

Soap carving, followed after the manner of Swiss wood carving, gives the guests a chance to display artistic talent.

A quiz on the country of Switzerland will give some of the geography students a chance to shine. Mountains, lakes, the big tunnel, cities, the castle, the courageous dogs, the well known overture—all these are probably familiar to most people.

Swiss peasant costumes lend the needed atmosphere and if at all possible should be used. From the carts should be served the drink—milk, hot chocolate or perhaps the grape cure, which cures all ailments.

Cheese sandwiches or cheese in some form will be anticipated. Combinations of cheese and nuts, cheese and onion or cheese and dill pickles are tasty. If ice cream is desired, a Swiss sundae should be served. Cookies or candy made from

condensed milk will fit in with Swiss eats. For dinners, Swiss chard and swiss steak are to be added.

Suggestions for prizes are an Appenzel handkerchief, cheese, a dotted swiss apron, swiss chocolate, a music box, or a toy made in Switzerland.

### A FEBRUARY TEA

The month of February presents two excellent opportunities for entertaining at a tea, the mothers of members of a class, an organization, or a club. Either an old fashioned colonial tea or a Valentine tea fits into this month's social calendar.

Informal invitations for the colonial tea may be made on a high grade of white paper and decorated with a young girl made wearing a gay print dress, a pastel felt bonnet decorated with felt dots, a corsage made of lace and felt dots, and lace edged pantalets.

Valentine invitations may be made on fringed white gingham decorated with a small red checked gingham heart. This, if made in a folder, allows for fastening a lining of paper on which the invitation may be written.

The gingham idea may be carried over in the centerpiece decorations on the tea table.

During the tea, music should be provided by string instruments.

Nose gays made from small seasonable flowers on a lacy doily background and then tied with paper ribbon curled on the ends make attractive and inexpensive favors. The stems may be wrapped with silvered paper. Flower girls with their baskets should distribute these flowers and should provide each person with a pin for fastening them on.

In invitations, decorations and favors, red, white and blue should predominate at the colonial tea and red and white at the Valentine tea.

If the tea is quite informal a T-game may be used for entertainment. A double tea cup may be cut from colorful construction paper. When folded over, the questions are inserted, the answers to which end in -ty. The winner should receive a box of Jasmine or other favorite tea.

Examples are:

The T of concern.....	Anxiety
The T of intellectual dullness....	Stupidity
The unsteady T.....	Rickety
The nine times ten T.....	Ninety
The T signed by countries.....	Treaty
The T of full measure.....	Plenty

A more formal tea will require a program of readings, music or story telling.

Those pouring and serving tea should dress in costumes fitting to the theme.

## In Defense of Contests

(Continued from page 253)

cult to stimulate into any sort of reaction, we decide that there is "something the matter with him," and there is. Aggressiveness and self-assertiveness in a child, as in a pup, we take as a hopeful sign. "If one of us would get off of this tricycle there would be more room for me," said a little fellow to his traveling companion. It is safe to say that nine-tenths of the child's more strenuous activities, physical as well as mental, in the pre-school period arise in competitive situations.

I have not made any point at all unless I have made it clear that when we have assembled a group of young Americans into an institution we call a school, we are going to have competitions, unless we devise some method for preventing all intercourse whatever. It becomes then a matter of what competitions we are going to select and what technique will best serve our purpose. The problem of dangerous physical competitions has been solved by the introduction of sports and games. Here we effect a sort of sublimation of

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the competitive spirit under a system of preaching and control. Competitors are taught that it is dishonorable to violate the rules of the game, to resort to any practice that is "not cricket," to "hit below the belt," and so on. We set up judges, umpires, referees, invest them with certain powers, to enforce the regulations under which the competition is staged. In short, we introduce a "reign of law." And should anyone care to inquire into the effectiveness of this technique of physical education over the non-competitive system of calisthenics, let him talk to any well-trained director of physical education. Of course, we temper physical competitions to the shorn lamb, providing football for the husky youth of seventeen, golf for old men, and pingpong for valetudinarians. Calisthenics we have relegated to corrective exercises for physical misfits. The identical principle applies in other fields.

But, we are told, no matter how effective your technique may be, consider the unwholesome emotions you have aroused, the evil geni you have called up from the vasty deep. It can come to no good. It is quite true that the emotional reactions in a given individual are as important as intelligent or physical reactions. (I ask pardon of the integrationists for thus presenting a disparate individual, but he is set up only for the sake of argument. He will immediately coalesce if you will leave him alone.) Fear, suspense, anger, joy, elation, humiliation, perturbations, and other emotional states, generally, constitute a field of education the importance of which is only exceeded by its difficulty. The material is elusive; theories unsettled; practice confused; and no tester has yet devised a test which measures satisfactorily the results of any particular method.

We know, however, that competitions involve the emotions; and we know that there is no other way of teaching emotional control and inculcating the habit of emotional control in competitive situations save and except in artificially set-up competitive situations. If there is another way, we should like to hear of it. Emotions cannot be disciplined in situations in which the emotions are not engaged. Emotions must be aroused if we are to deal with them in any way whatever in our instructive capacity.

I do not undertake to defend many competitions which have doubtful educational outcomes, or competitions which, originally educational, have become for one reason or another perverted. The introduction of the commercial motive in school football, for illustration, has had disastrous effects, and I sometimes feel with Elbert Hubbard that football now bears about the same relation to education as bull-fighting does to agriculture.

Gambling is a competition of little or no educational value. I have heard people try to make out a case for poker on the ground that it trains one to "read human nature," but I hardly think it should be included in the curriculum or encouraged as an extracurricular activity, except perhaps in schools of business administration intent on turning out "hard" traders. Any appraisal of a given contest depends upon so many different factors, there are so many "ifs," "buts" and "excepts," that I have not attempted it, choosing rather, as I said in the beginning, to clear out the underbrush of theory to the end that specific applications may be more intelligently made. The fact remains that the use of competitions in education is universal, and to deny their value is to attack established custom; hence, under the ordinary rules of debate, the "burden of proof" must be assumed by the opposition.

Teaching pupils how to think is more important than teaching them what to think—*Crawford.*

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## Science in the High School Assembly

(Continued from page 259)

Any surplus anthracene should be blown or shaken from the card. The finger prints will appear green.

### TO SHOW STAINS IN ULTRA-VIOLET LIGHT

Blood stains can be made visible in ultra-violet light, even after the cloth has been washed in soap and water. The materials for this demonstration may be prepared in the following manner. A piece of white muslin should be stained with lubricating oil. The cloth should then be washed, dried, and pressed with a hot iron. In ultra-violet light the stains will still be visible. In order to clarify the reason why this is useful, the above procedure should be reiterated to the audience.

### PRISON LETTERS

Convicts frequently make invisible inks from many various materials. Such substances as vinegar, saliva, and whitewash have been used for this purpose. This is known to the authorities and it has been found that ultra-violet light is invaluable in reading this invisible correspondence. This may be illustrated by writing with black ink on a piece of non-glossy cardboard and then writing between the lines with the esculin liquids. It can readily be seen that this invisible writing will become visible in the cold light. This method is invaluable in reading secret letters, since it can be done without injury to the correspondence.

### USE IN MUSEUMS

The curator finds long wave ultra-violet light invaluable in the examination of materials for museum exhibits. Vases, marble statuary, pieces of art and manuscripts are examined with respect to their genuineness. Perhaps the most interesting illustration of the use of cold light is that of deciphering old documents. In the past much of the old literature was written on parchment paper. Since paper was exceedingly scarce, the writing was often erased and the paper used a second time. Although an exceedingly good erasure was made, still traces of the old ink remained on the paper. In ordinary light this could not be discerned, but in the black light much of the old writing becomes readable. One may illustrate this phase of fluorescence by exhibiting a large piece of non-glossy cardboard on which large letters are printed in black ink. To illustrate the earlier writing, one should inscribe between the lines or over the surface in the opposite direction from the first writing a second series of letters using the esculin liquid. A small brush may be used to paint the letters. When this is viewed in white light, the black letters will be visible, while in the cold rays the esculin writing can easily be

seen. Much information concerning past centuries has been unearthed in this manner.

### USE IN LAUNDRIES

The demonstration of uses of ultra-violet light would not be complete without showing the application of fluorescence in laundry markings. Recently, in various newspapers the following laundry advertisement appeared, "We do not mark your clothes." When one considers the many marks put on clothing with dark ink, the foregoing statement is important. This practical use may be demonstrated by using the esculin liquid to inscribe initials or letters on a piece of muslin cloth. In black light the inscriptions will be visible.

### ADULTERATIONS

Many companies use ultra-violet light to determine the purity of materials or to identify manufactured products on the market. In the first instance substances containing impurities will produce a fluorescence vastly different from the pure product. This provides a quick and accurate method for the identification of various materials. In the second case a small amount of a fluorescent substance put into a product would serve to distinguish that product. One might show this to an audience by putting anthracene in various products. This would not be practical, but it would serve to demonstrate the use of ultra-violet light in the detection of impurities.

(Concluded next month)

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## School Activities Book Shelf

**THE ABINGDON PARTY BOOK**, by Ethel Owen. Published by the Abingdon Press, 1937. 365 pages.

This is a book of planned parties for various occasions. Much of the material is new. With the help of this book the entertainment committee can on short order plan a party that is "different" and that makes everyone have a pleasant evening. It gives instructions, plans, and ideas for more than a score of distinct parties such as: a Travel Party, a Farm Party, at the Seashore, a Rainbow Party, Circus Days, a Melody Party, and a Caravan Party. This is a really new book and one that should be in great demand.

**A STORY OF MUSIC**, by Harriot Buxton Barbour and Warren S. Freeman. Published by C. C. Birchard and Company, 1937. 272 pages.

The title is peculiarly expressive of the content of this book, which tells in story form of the lives of great composers and their work. The biographies are brief but sufficient to give background to the picture of the development of music as a whole. The accounts of the famous compositions are made thrilling by the style and approach of the authors. The book offers in an easy and fascinating way what everyone should know about music. The book was written, however, primarily as a textbook for grades through junior and senior high school, where indeed it should prove popular with both students and teachers.

**GAMES**, by Jessie H. Bancroft. Published by The MacMillan Company, 1937. 685 pages.

*Games for the Playground, Home, School and Gymnasium* is the title of an earlier book by this author. That book, a popular one in its day, has been revised and enlarged to produce this new one, *Games*.

*Games* is a book that is as comprehensive as its name. While it does not treat any field of play activities exhaustively, it covers a wide range of such activities and gives generous treatment to games of various types. This book is particularly adapted to the use of schools where suggestions are needed in a single volume for use in many kinds of situations. A few title headings will give an idea of what this book offers. They are: To

the Teacher of Games; Organized Athletics; Miscellaneous Active Games; Social and Quiet Games; Stunts and Contests, Feats and Forfeits; Singing Games; Games for One or Two; Beanbag Games; Balls and How to Play Them; Ball Games; and Track and Field Events.

**FUNDAMENTAL HANDBALL**, by Bernath E. Phillips. Published by A. S. Barnes, 1937. 124 pages.

It is surprising how much can be said of a game. In this book is set down information and instructions for the novice at handball, also for the experienced player and coach. In a few minutes and with the aid of this book the person who has only heard of the game of handball will be able to engage in the game for his own enjoyment. The author, with clearly expressed text matter and numerous illustrations, gives a complete treatment of his subject, including the official rules of the game.

**BEACON LIGHTS OF LITERATURE**, Book Four, by Rudolph W. Chamberlain, Editor of *Citizen-Advertiser*, Auburn, New York. Published by Iriquois Publishing Company, Inc., 1934. 905 pages.

Book IV of this series is especially designed for the high school senior. Through the selections chosen an attempt is made to guide him to discover something of the meaning as well as the beauty of life.

There are eight sections, several of which merit particular attention. In the Modern American and English Poetry the student will find real inspiration. Here are his own thoughts and feelings expressed in modern language. The Magazines and Newspapers section gives the work of reporters, editorial writers, cartoonists and columnists. The informed style and challenge to thinking make an appeal to all. The Short Story of English and American Literature furnishes a chronological view from Anglo-Saxon times to the present day—a picture of the endless continuity of life and literature. In World Literature the imagination is carried beyond the boundary of things American and English. Glimpses of foreign writings from nine different fields are given.

## Comedy Cues

Among the gems of thought to be gleaned from our Congressional Record, is the recent contribution of a legislator who had this to say: "In our city are two institutions—the state university and the insane asylum. The only difference between the two is that one must show improvement in order to get out of the latter."

Tenant—Those people over my head are sometimes trying. They were jumping about and banging on the floor till after midnight last Monday.

Landlord—Did they wake you up?

Tenant—No, I hadn't gone to bed.

Landlord—Working late, I suppose.

Tenant—Yes, I was practicing on my saxophone.

### CAUSE FOR PACIFISM

After a long talk on the value of peace, good will and disarmament, a teacher asked his class if they objected to war.

"Yes, sir, I do!" said one boy.

"Good! Now tell us why."

"Because, sir," said the boy, "wars make history—and I hate history!"—*Journal of Education*.

"Laugh that off, if you can," said the fat man's wife, as she wired a button onto his vest.—*Boy's Life*.

### FOREIGN TRADE

The Japanese national hobby: Collecting China.

### JUST SO

Teacher: "I see you are early, of late."

Pupil: "I was behind, before."

Teacher: "Now you are first, at last."—*Minnesota Journal of Education*.

Those dinosaur footprints found in a Colorado coal mine were on the ceiling. At the time apparently the law of gravity had not been passed.—*Los Angeles Times*.

### LOW EFFORT

Mother—"I don't believe you are trying very hard in school."

Johnnie—"Yes, I am. Teacher says I am the most trying boy in the class."—*Journal of Education*.

Visitor: "Does Mr. Burton, a student, live here?"

Landlady: "Well, Mr. Burton lives here, but I thought he was a night watchman."—*Labor*.

Mother: "I don't think the man upstairs likes Johnnie to play on his drum."

Father: "Why?"

Mother: "Well, this afternoon he gave Johnnie a knife and asked him if he knew what was inside the drum."—*West Point Pointer*.

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